REFRESH TRAINING IN THE UNITED STATES NAVY

BARRIER THOMAS POLLITT
LIEUTENANT COMMANDER
SUPPLY CORPS, UNITED STATES NAVY

RECRUIT TRAINING IN THE UNITED STATES NAVY

A THESIS

SUBMITTED TO THE

SCHOOL OF EDUCATION AND

THE COMMITTEE ON GRADUATE STUDY

OF

LELAND STANFORD JUNIOR UNIVERSITY

IN PARTIAL FULFILLMENT

OF THE REQUIREMENTS

FOR THE DEGREE

OF

MASTER OF ARTS

By

Gardiner Thomas Pollich

Lieutenant Commander,
Supply Corps, United States Navy

October 1947

ACKNOWLEDGMENTS

In the preparation of this thesis, a number of people gave liberally of their assistance and advice. Foremost among them were Dr. John A. Bartky, Dean of the School of Education, Paul A. Jones, Dean of Men at Santa Barbara College and my faculty adviser, and Dr. Raymond E. Pollich, my father who is Assistant Superintendent of Schools, Los Angeles, California.

I appreciate the suggestions and technical assistance given by the six naval officers who were my classmates in the Naval Personnel Administration and Training Course. I wish to thank two of them especially, namely: Captain Joe B. Paschal, U.S. Navy, and Lieutenant Commander Richard K. Gould, U.S. Navy, for their encouragement, advice and assistance.

Of considerable assistance to me on my field trip to the Naval Training Center, San Diego, California, were the commanding officer, Captain H. E. Richter, U.S. Navy, the executive officer, Commander W. G. Brown, U.S. Navy and the training and operations officer, Lieutenant T. F. Aldous, U.S. Navy.

My sincerest thanks are also tendered to Dr. J. B. Mitchell, of the Bureau of Naval Personnel.

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PREFACE

At the time of this writing, the curriculum for the recruit training program is undergoing several basic changes. Planning experts in the Bureau of Naval Personnel are in the midst of revising the old curriculum to better meet the personnel needs and training required by a modern peace-time Navy.

Changes in a large and complex organization, such as the Navy, are not accomplished over night. Interested personnel from the other bureaus in the Navy Department, officers in the field plus civilian training specialists employed by the Navy must read, digest, revise and approve the changes for recruit training before they can be placed in operation.

Many of the contemplated changes will be designed to assist recruits to recognize within themselves potential abilities and skills they never before realized they possessed. Their status as Navy men and citizens in a democracy will be explained to them in detail. All of this information is aimed towards developing within the recruits a sense of security and a feeling of belongingness in the Navy. It is expected that the recruits will leave "boot" camp with sufficient knowledge of the Navy and all that it

has to offer them, so that in their first assignments, they will be more easily adjusted to their new way of life.

This thesis is not presented as a psychological study or a critical evaluation of the recruit training program of the Navy. It is the intention of the writer to set forth the requirements demanded of a civilian before being accepted by the Navy. A description of the organization within the Navy responsible for the successful administration of this important training program will be presented, as well as will be information regarding the methods used in the indoctrinational phases of this training period. Drills and physical training given the recruits to prepare them for their future Navy life plus the miscellaneous activities for these men will also be discussed.

Throughout the thesis, certain conclusions and proposed recommendations will be listed. It is hoped that some of these recommendations will prove beneficial in better orientating men for a sailor's life and also afford aid in affecting a smooth and natural adjustment from civilian to service man.

CHAPTER I

INTRODUCTION

The late Honorable David I. Walsh, early in 1941, as Chairman of the Senate Naval Affairs Committee, revised an old naval document in which he stated in part:

> The decision to enlist in the naval service is not the final step before joining the crew of a man-of-war.
>
> First comes a rigid and complete physical examination which only those thoroughly fit in every respect can pass successfully. An investigation of all phases of an applicant's life is conducted. References are essential and investigated. Fingerprints are sent to criminal bureaus for checking. Every effort is made to verify the statements made by a candidate on the application form. An intelligence test is held and a mark assigned. Upon the successful completion of examination and investigation by the recruiting service the candidate's name is placed on a waiting list and in due course he is summoned, sworn in, and sent with other recruits to a training station.
>
> The course at the training station is for 8 weeks, and during it effort is made to acquaint the recruit with his new life. Drills of every sort are held, he is taught to care for himself and his equipment, he learns the meaning of discipline and the routine under which he will live for at least 6 weeks. The first 3 weeks of training are spent in the detention unit. This is a quarantine period to safeguard against communicable disease.
>
> The newly graduated recruit is sent to a ship to really begin his naval service.[1]

The recruit training program is considered the most

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[1]David I. Walsh, The United States Navy, Senate Document No. 58, Government Printing Office, May 16, 1941, p. 47.

CHAPTER I

INTRODUCTION

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[illegible]

basic as well as the most important of all the naval training programs. Although the present recruit training program has undergone several revisions since the late Senator Walsh modified his document, it is essentially the same. The training period for recruits is comparatively short, depending upon factors of recruit input, personnel needs in the fleet activities, and the ability of the recruits. This means that every minute of the training period must be accounted for by exhaustive instruction and orientation.

Objective in Recruit Training

The objective in recruit training is to orientate and change the civilian into a Navy man who is mentally and physically ready to serve the Navy ashore or afloat. The training of recruits is general in character, because the recruits will be transferred to a wide variety of assignments upon graduating from the recruit training command. Consequently, recruit training must stress the fundamentals which will prepare men for any of these varied assignments.

Basically, then, to achieve the objective of recruit training, the recruit must be given sufficient instruction and information so that he will:

1. Develop an understanding and appreciation of Navy life in order to be prepared for further duties and training ashore or afloat.
2. Attain sufficient information about seamanship

to be able to adjust readily to shipboard life and perform general duties abroad ship.

3. Become sufficiently informed on the more important types of naval guns and ammunition and gun crew duties.

4. Become familiar with and understand the use of small arms.

5. Participate with smartness and precision in military drills and formations.

6. Become familiar with the duties and responsibilities of a lookout and be reasonably proficient in recognizing United States Navy vessels and aircraft.

7. Be able to communicate effectively over sound powered telephones.

8. Know how to protect himself against gas attacks.

9. Be able to render first-aid treatment in an emergency and know the fundamentals of and practice proper care of his body.

10. Become familiar with naval fire fighting equipment and its use in combating fire aboard ship.

11. Become physically fit and able to take care of himself in the water.

12. Understand how his various personal needs are cared for by the Navy. (Allotments, pay, clothing and small stores, allowances and so

to be able to adjust quickly to changing life
and business demand factors without delay.

3. Choose SUPPLEMENTARY SYSTEMS as the same time
consider types of order plan and communicate
the new ideas.

4. Remove functions that are unnecessary for the job of
each user.

5. Participants must understand and participate in
adding ideas and innovations.

6. Remove functions that are trivial and unimportant
utilizing or learned and be successfully benefi-
cial in eliminating making things and reducing
and simplify.

7. Be able to communicate effectively with other people
personal relationships.

8. Have the ability to perform effectively under pressure.

9. Be able to develop strategies and plans to achieve
management and meet the responsibility of and
maintain proper balance at life times.

10. Remove functions that result from technical reali-
zed and are the be accomplish also change state.

11. Remove repetitive old and also be also plan of
change in the action.

12. Determine the key services personal needs and
learn the to the help. Implementation and
structure and social values personnel and of

forth.)

13. Understand the basic requirements for standing a watch.

14. Understand his status and importance to the Navy--his rights and duties--as an enlisted man.

15. Understand the similarities which actually exist between discipline in civil life and that in the Navy.

16. Understand the Navy's program of training, advancement, and opportunities for education.

In order that the recruit is thoroughly indoctrinated in the above listed sixteen fundamentals, instruction must be of two types. First, formal training which the recruit receives in regular classes according to fixed schedule; and second, informal training which is continuous from the time he arises in the morning until he retires at night. A great deal of both formal as well as informal training is given to make the transition from civilian to military life complete.

Purpose

It is the purpose of this study to (1) show the steps through which a civilian must pass in order to be orientated into the Navy way of life and (2) to present in detail the methods used and the time devoted by the Navy in

(cont.)

15. Interpreted the moral responsibility and standard a nation.

16. Understood the vision and instrumental in fine-tuning-the degree was contributed to political good.

17. Acknowledged the qualitative vision personally made decisive alternations in civil life and also in the body.

18. Constructed the model's complex of institutions, organizations and institutions the mechanisms.

In order that we consider in economic investigation in the above listed nations fundamentally, interpretive case in of the figure. Albert Camus describes which the complete penalties in reasons attempts concerning in trial methodics and manner. Internal Theorizing which is mechanisms form the case or failure in the nations which the critical of signal. I have that we with focused in well as economic investigation in order to show the foundations from political in relations into complex.

Conclusion

If in the response of that study in it was the nation tension between which a critical need made in order in my investigated into the study and of this was it of concept in nations that the nations need and the that needed in the form in

reaching the objective of the recruit training program and (3) to present to naval officers, chief petty officers, enlisted men of the Navy, and personnel in the other armed services of this country, as well as to personnel outside the armed forces interested in the basic training and orientation provided for recruits, a thorough study of the recruits training program of the United States Navy as it exists at the present time.

Limitations

The information contained in this study is limited to the organization, curriculum and recruit requirements for recruit training as it existed at the time of this writing. It is not the purpose of this thesis to give the background and history of recruit training, as the author feels that such information would be of little value to readers interested in the subject of this study. Information on the origin and evolution of recruit training commands is to be found in numerous published and unpublished histories and studies of the United States Navy.

Sources of Information

Information contained in this thesis was obtained from Navy department official publications, unpublished naval documents, opinions of officers and enlisted men attached to the naval recruiting service and the naval recruit training command, and from observations by the author at the

Naval Training Center, San Diego, California, as well as from experience gained by him through serving seven years, to date, as a naval officer.

Definition of the Term "Recruit"

For the purposes of this study the term "recruit" shall be defined as a "newly enlisted sailor in the Navy." Thus, before actually becoming a recruit the civilian applicant must meet the following recruit requirements:

Age: He must be between the ages of seventeen to thirty, inclusive. If he be a minor, he must obtain a written statement from his parents or legal guardian stating their approval of his enlistment. The signature of the parent or guardian must be witnessed by a member of the naval recruiting service on Bureau of Naval Personnel form 18. Qualified applicants who enlist at age seventeen are enlisted for minority which means expiration of their enlistments on the day before their twenty-first birthday.

Regardless of age, each applicant must furnish authentic evidence of his date of birth. First enlistments, with the exception of minority enlistments, may be made for either three, four or six year periods.

Health: Applicants for enlistment must meet the physical standards as stated in Part II, Chapter I of the Manual of the Medical Department of the Navy. These

requirements are extremely stringent and the purpose of this study does not necessitate mentioning the many possible causes for rejection.

Citizenship: All applicants for enlistment must have evidence of United States citizenship verified by either a birth certificate or naturalization papers. Those who do not possess such evidence are investigated by the Navy and proof of citizenship is otherwise established.

Police Record: Applicants for enlistment are questioned at the recruiting station concerning their police and juvenile behavior records. As a follow-up on their replies, the recruiting station forwards to the police a form letter requesting information covering the man's police or juvenile record. Forms are sent to the police departments of the cities in which the applicant claims to have lived during the past five years. If the applicant is twenty-two years or older, the form letters are forwarded to police departments where the applicant is reported to have resided over the immediate eight years.

These records are considered in determining the moral fitness of an individual for enlistment, and letters returned indicating that the man has had a police or juvenile record will cause him to be rejected. A misdemeanor is an exception to this rule.

Dependency: Applicants between the ages of seventeen

to nineteen having dependents are not accepted. Those between the ages of nineteen to twenty-one are allowed one legal dependent. Over twenty-one years of age, three legal dependents may be declared.

Qualification Test: Applicants must pass the Applicant Qualification Test (NavPers. 16769). This is a short form intelligence test designed to determine the mental capacity of the applicant. Applicants are allowed forty-five minutes in which to complete the eighty questions on the test and must answer twenty-nine of the questions correctly in order to be accepted. These tests are administered and scored at the recruiting station.

Applicants who desire to qualify for the Apprentice Seaman (Electronic Technician's Mate) program are given the Electronics Technician's Mate Selection Test. This examination may be administered by the recruiting station, but must be scored by the Bureau of Naval Personnel. Successful applicants are enlisted as Apprentice Seaman (ETM) and are sent to the Naval Training Center, Great Lakes, Illinois, for recruit and further training.

Applicants desiring to qualify for the Apprentice Seaman (Musician's Mate) program must file application at the recruiting station. A full record of the applicant's past and present musical history must be listed on the application blank accompanied by two or more

letters of recommendation from his former band masters, leaders, or musical instructors. Applications are forwarded to the U.S. Navy School of Music, Washington, D.C., for consideration.

If the applicant is selected for examination by the school, he is given government transportation from the recruiting station to the school in Washington, D.C. If he then successfully passes the musical examination, he is sworn into the Navy at the Recruiting Station, Washington, D.C., and is then transferred to the Naval Training Center, Great Lakes, Illinois, for his "boot" training. Following his recruit training, he is returned to the U.S. Navy School of Music at Washington to take a course of music instruction.

Applicants not accepted by the school, or those who fail the music test, are given their choice of returning home or enlisting for general service.

Applicants enlisting for general service, aircrewman, or hospital apprentice are given no further tests at the recruiting station.

Thesis Organization

Chapter II of this thesis contains the organization of the recruit training command and its relation with the Training Activity, Bureau of Naval Personnel, the regiment and company organization and the training provided for

instructors at the training centers. Chapter III deals with the indoctrinational and informational lectures given the recruits during this training period. Chapter IV explains the drills and physical training administered to the recruits. Chapter V describes the miscellaneous activities encountered by recruits in the fourteen weeks of recruit training.

CHAPTER II

ORGANIZATION OF THE RECRUIT TRAINING COMMAND

The results obtained from the recruit training program can be no better than the organization and men who implement them. A vast amount of planning, measuring, and "shaking down" must be completed before the training program can be placed in operation.

All hands in the Navy, from the Chief of Naval Operations down to the new "boot" are interested in knowing the exact nature and type of training to be provided for the recruits. Needless to say, the organization responsible for the successful accomplishment of the recruit training program is the Recruit Training Command of a Naval Training Center. This command must be organized in such a manner that it can easily expand its peace-time operations to a full war-time scale in the event of an emergency. It must be prepared to give the recruits all available information and assistance they will need to acquaint themselves with their new way of living. Directives and orders, based upon tried principles issued by the Navy department, must be followed by the training commands or the program will not accomplish its mission.

The men--commissioned officers, chief petty officers and enlisted--must be of the highest caliber in order to make this vital training program function successfully.

This chapter will deal with the organization of the Recruit Training Commands, the relation that exists between the Training Activity, Bureau of Naval Personnel and the training commands, the regimental and company organizations of the commands, and with the indoctrinal information and qualifications provided for those men who will have the responsibility for leading the recruits through this period of indoctrination into the Navy.

Bureau of Naval Personnel

The top responsibility for the training of officers as well as enlisted men, with the exception of aviation and medical personnel, is centered in the Bureau of Naval Personnel. Although training is not the sole function of this bureau, it is one of the most important duties assigned to it by Navy Regulations. To better understand the organization of the recruit training commands, several paragraphs will be devoted to an attempt to clarify the responsibilities and duties of the Training Activity, Bureau of Naval Personnel, and its functions in regard to the recruit training organization and curriculum.

The Training Activity, headed by the Director of Training, comprises three major divisions, each under a

division director. These are:

Standards and Curriculum

Administration

Training Aids

Each of the above divisions is responsible for one or more of the many activities employed in the training of recruits.

The Standards and Curriculum Division is responsible for curricula, training courses, certain types of tests, manuals, pamphlets, and quality of instruction at the recruit training commands. Through the use of instruction manuals and curricula, this division standardizes naval training wherever such training may be located. Thus the recruit training at Great Lakes is exactly similar to that offered at San Diego, and the man who has been through the Great Lake's program will possess knowledge and abilities similar to that of the man who has been through the San Diego program.

The Administrative Division is responsible for administering the various training activities. This division acts in the capacity of a clearing house, secures equipment, prepares and transmits all instructions and directives pertaining to the administration of the training commands and supervises the work at the training command to insure standardization of administrative practices and procedures throughout. One of the sections of this division is the Enlisted Training Section which has immediate jurisdiction

over the service schools and the training centers.

The Training Aids Division is responsible for the procurement, production, testing and evaluation of training aids used in all of the training programs. This division is also responsible for the publication of the Bureau of Naval Personnel Training Bulletin, which is published monthly to the naval establishment, as well as for evaluating and passing along information on the various training aids.

There are other divisions and sub-divisions in the Bureau of Naval Personnel which perform designated functions for the recruit training commands; however, the above mentioned divisions are the most important in considering the relation between the Bureau of Naval Personnel and the recruit training commands.

The Recruit Training Command

The Recruit Training Command (see Figure 1) is one of three commands comprising the Naval Training Center. At the present time, there are two Recruit Training Commands in the Navy: one at Great Lakes, Illinois, and the other at San Diego, California. It is believed necessary that a description of the more important personnel of this command and their functions be presented at this point, so that the reader may be made cognizant of their duties and responsibilities.

and the Jewish community has been involved.

The Jewish-Gentile relations is considerable. The Sri Lanka community, consequently, carried out preparatory or training work in all of the following programs. This division is also responsible for the participation of the Tamil of Sri Lanka community. Training material, which is produced mainly in the Tamil community, is used as the evaluation and planned using information on the Sri-Lanka community.

There are three divisions and subdivisions in the Tamil community which carried out the Tamil community. The three major divisions are the Jewish community, the three major divisions are the Jewish community, the Jewish community and the Sri-Lanka Tamil community.

The Jewish Training Program

The Jewish Training Program (see figure 3) is one of three programs conducted and Jewish Training Program. In the present time, there are two Jewish Training Programs in the Jewish Tamil community, Israel, Jerusalem, and the other in Tel Aviv, Israel. It is planned expansion that the expansion of the Jewish community program of this program and only training programs in Jerusalem or Tel Aviv. In fact the results may be less magnitude of Jewish trainer and necessarily necessary.

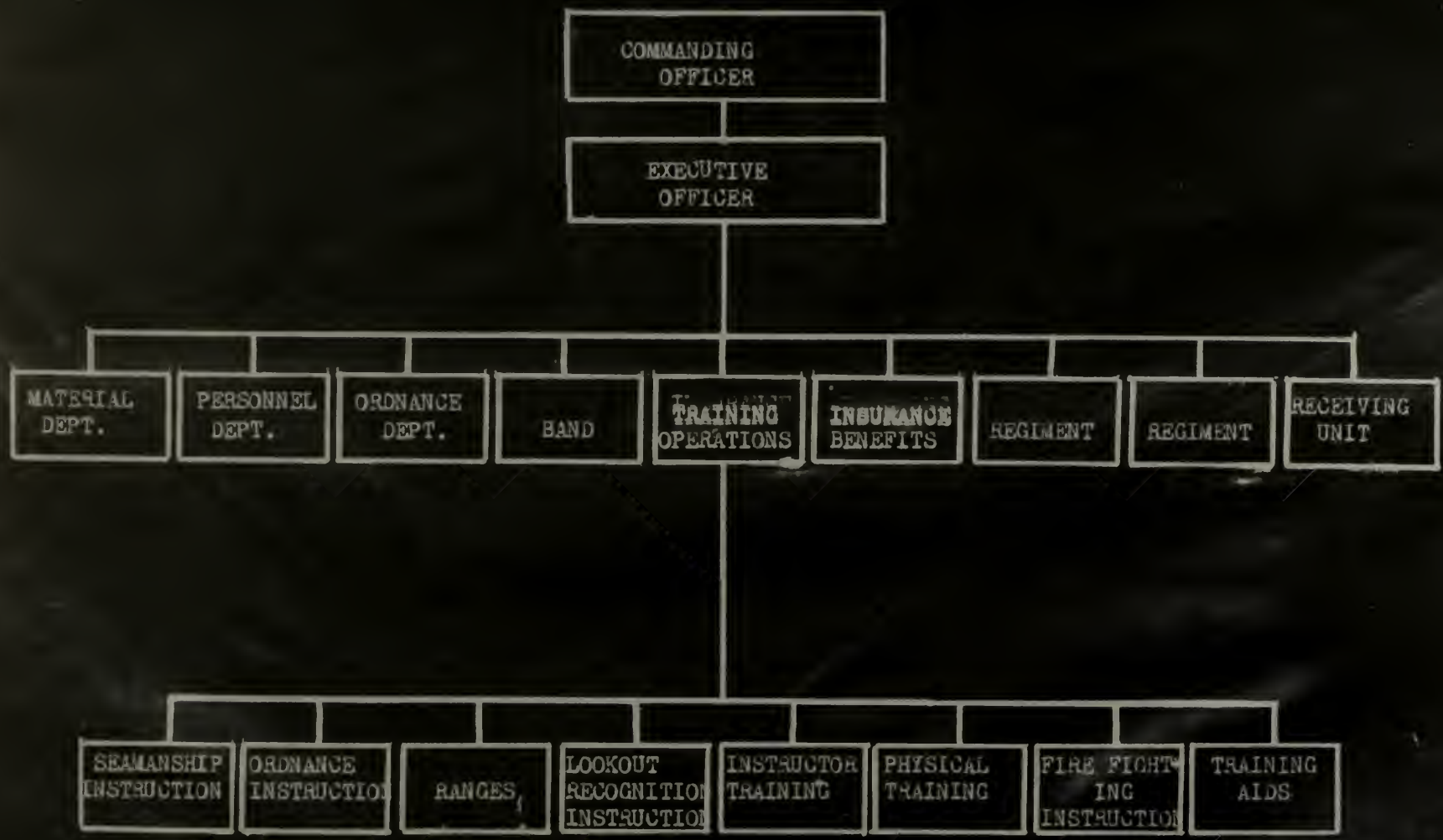

Figure 1.

RECRUIT TRAINING COMMAND

Personnel

This command is headed by a commanding officer, a Navy captain, who is responsible to the commanding officer of the training center and the Navy Department for the successful training of the recruits and for the proper administration of the Recruit Training Command.

The executive officer, a Navy commander, is responsible for complete supervision and coordination of the activities of the Recruit Training Command.

The training and operations officer is responsible for preparing a schedule of activities and supervising the syllabus of training to be followed in the training of recruits.

The physical training officer is responsible for the physical training and the intramural program for recruits as well as for the condition and cleanliness of the athletic areas, buildings, and athletic grounds.

The instructor training officer supervises the instructor personnel and the company commanders utilized in the training program and is responsible for the quality of the instruction. He also makes recommendations regarding the assignment of instructors and company commanders to the executive officer.

Officer in charge of the Receiving Unit is responsible for the receipt, assignment, housing, messing,

[illegible]

[illegible] is issued by a [illegible] [illegible] [illegible]

outfitting and the marking of clothes for all incoming recruits. Further, he receives and transfers to either the detention or advanced training units, all recruits being returned from the hospital. He is responsible for the discipline and welfare of the recruits until they are transferred to a company and regiment.

The regimental commander of the Advanced Training Unit is responsible for the cleanliness, discipline, welfare and military training of recruits in advanced training. He is responsible for insuring that the companies under his command follow the prescribed operations schedule.

The regimental commander of the Recruit Transfer Unit is responsible for the cleanliness, discipline, welfare and activity of the recruits in his regiment. He must make certain that the companies in his command follow the prescribed operations schedule. He accounts for and transfers recruits who have completed their training. He supervises the detailing of working parties and special details of the unit.

The personnel officer is charged with the assignment and welfare of recruit training personnel. He assigns personnel attached to the command as well as the recruits to their companies.

The material officer coordinates and supervises procurement of material and supplies within the allocated

activities and the numbers of workers for all knowledge industry. Planners in business and industry in order to obtain an optimum do-without working mix, will consider being without them the longest. So is predictable the situations and matters of the immediate world that are associated to a society and economy.

The [illegible] of the [illegible] Training Corp is responsible for the structures, disciplines and [illegible] and editing training of students in advanced training. So is responsible the learning that the learning need the necessary skills the general India the [illegible] operations [illegible].

The [illegible] of the [illegible] Training Corp is responsible for the structures, disciplines and [illegible] and training of the students in the [illegible]. So says [illegible] that the [illegible] in the [illegible] India the [illegible] [illegible]. So [illegible] for the [illegible] [illegible] [illegible]. So [illegible] [illegible] [illegible] of [illegible] [illegible] [illegible] of the [illegible].

The [illegible] is [illegible] with the [illegible] [illegible] of [illegible] [illegible]. So [illegible] [illegible] [illegible] in the [illegible] or well as the [illegible] [illegible] [illegible].

The [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] of [illegible] [illegible] [illegible] [illegible] [illegible]

budget and is in charge of the assignment and custody of all equipage in the Recruit Training Command.

The ordnance officer has custody and control over the issue of all ordnance material and is also responsible for its maintenance.

The insurance officer instructs all recruits concerning the desirability and procedure for procuring National Service Life Insurance. He stresses the value of family allotments and savings bonds. All applications for government insurance, family allowances and savings bonds are processed by the insurance officer.

Officers in charge of recognition, ordnance, gunnery, ranges, seamanship and fire fighter training units are responsible for the quality of training and instruction given the recruits in their respective subjects and for the maintenance of the facilities used during the instruction.

The training aids officer arranges for the procurement and issuance of training films and other training aids used by the instructors in fulfilling the requirements of the training curricula.

Recruit Training Command Procedures

Briefly, the organization of the Recruit Training Command operates as described below:

> The training program shall be divided into two periods, namely, Detention and Advanced Training, in which the curriculum as prescribed by the Bureau of Naval Personnel will be followed. The Detention

period will consist of the first three weeks of training and the Advanced the remainder of the prescribed course.

In the detention period cleanliness, physical training and team work, while continuous throughout the entire period of recruit training, shall be given special emphasis. Some of the methods to be used to accomplish this will be military drill, calisthenics, frequent barracks, bag and personnel inspections, group games, and exercises.

In the Advanced period, the training will be directed toward giving the recruit instruction in phases which will prove him generally for service in any of the many functions of the Navy. Subjects such as Recognition, and Lookout Training, Small Arms, Chemical Warfare, Boats under Oars, Visual Education, Fire Fighting shall be presented, and all available training aids used.[2]

First contact with the new recruits is made at the railway station, where chief petty officers are detailed to meet all trains and escort drafts of recruits to the training center. Incoming drafts of recruits are turned over to the outside yeoman at the Receiving Unit who checks their records and forwards them to the personnel officer for assignment to companies. Normal processing for the recruits usually commences at seventhirty o'clock on the day after their arrival. At this time the medical unit takes the new men in hand for examination and screening. Thorough medical examinations, more extensive than those given at the recruiting stations, are given the recruits and circumstances of physical and mental abnormalities are noted and needed action taken.

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[2] Regulations and Instructions, Recruit Training Command, Naval Training Center, San Diego, California, p. 7.

Following the medical examination, the recruits are given haircuts and started in the outfitting line where they receive their uniforms and secure alteration slips which provides for necessary uniform changes. Also, they are given six dollar credit books to be used for the purchase of needed small stores. The price of the book is deducted from their first pay check.

Following the hair cutting process, the recruits are picked up by their company commanders and conducted to the marking room where each is given a name and serial number stencil. All articles of the uniform are then marked by the recruits in designated places in order that any piece of clothing can be readily identified. Following this, the company commander directs the recruits to pack and send home discarded civilian clothes, or if they choose, to donate them to the charity box for further distribution to needy families. Each recruit's seabag and outfit is checked by representatives of the supply department as well as his company commander, prior to his leaving the receiving area for Detention Camp.

At this point in the operations of the Recruit Training Command, the program for recruit training begins to take shape and mould each man into the pattern of military discipline. By this time the recruits have received a first taste of many things which are destined to play a major role in their new life as Navy men. They have joined

a compulsory group--the company. They have been assigned a leader--the company commander. They have given up their individuality to become exactly like their shipmates--even to the point of dress and hair cuts. By now they have begun to take orders and work as a team.

As stated above, the companies are formed at the Receiving Unit by the company commander, a chief petty officer. While forming the company, the officer in charge of the Receiving Unit, though technically responsible for the men, usually turns the recruits over to a company commander. Until the company is actually formed and outfitted, the company commander devotes his time instructing the recruits in the correct procedure for making a bunk, proper uniform regulations, rules and regulations of the training center, personal hygiene and care of the body, and any other topic or topics he considers they should be acquainted with before being marched to the Detention Unit.

Recruit Regiment

In the preceeding paragraphs, the organization of the Recruit Training Command was explained and the duties of key personnel outlined, as well as brief notes on the functions of the various divisions or units. As noted in Figure 1, the regimental organizations fall directly under the executive officer and are on the same command level as the training and operations officer, the receiving unit

officer, the ordnance officer et cetera. Figure 2 is a breakdown chart of the recruit regimental organization. For the purposes of this study it does not appear to be of importance that explanation be devoted to the regimental organization, beyond emphasizing the fact that the regimental commander and his staff are responsible to the commander of the recruit training organization for the successful training and supervision of the recruits.

Company Organization

Company commanders are chief petty officers of the Navy, carefully selected to lead the recruits through their fourteen weeks of "boot" training. Qualifications for and training given to prospective company commanders and instructors is discussed in the final section of this chapter.

Although the recruit company is formed at the Receiving Unit, complete formation and assignment of recruit petty officers are accomplished in the Detention Camp. Recruit petty officers and their duties are outlined below.

> (a) Recruit Petty Officers derive their authority directly from the Company Commander and under his direction they have full authority over other recruits in accordance with the nature of the duty to which they are assigned.
>
> (b) The Recruit Company Commander is in charge of all other recruit petty officers as well as the company in the barracks and at all drill and classes. He is charged with the good order and discipline of his company at all times. (1 assigned each company)
>
> (c) The Platoon Leaders are in charge of their platoons, their order and discipline while in formation and in the barracks. (2 assigned each company)

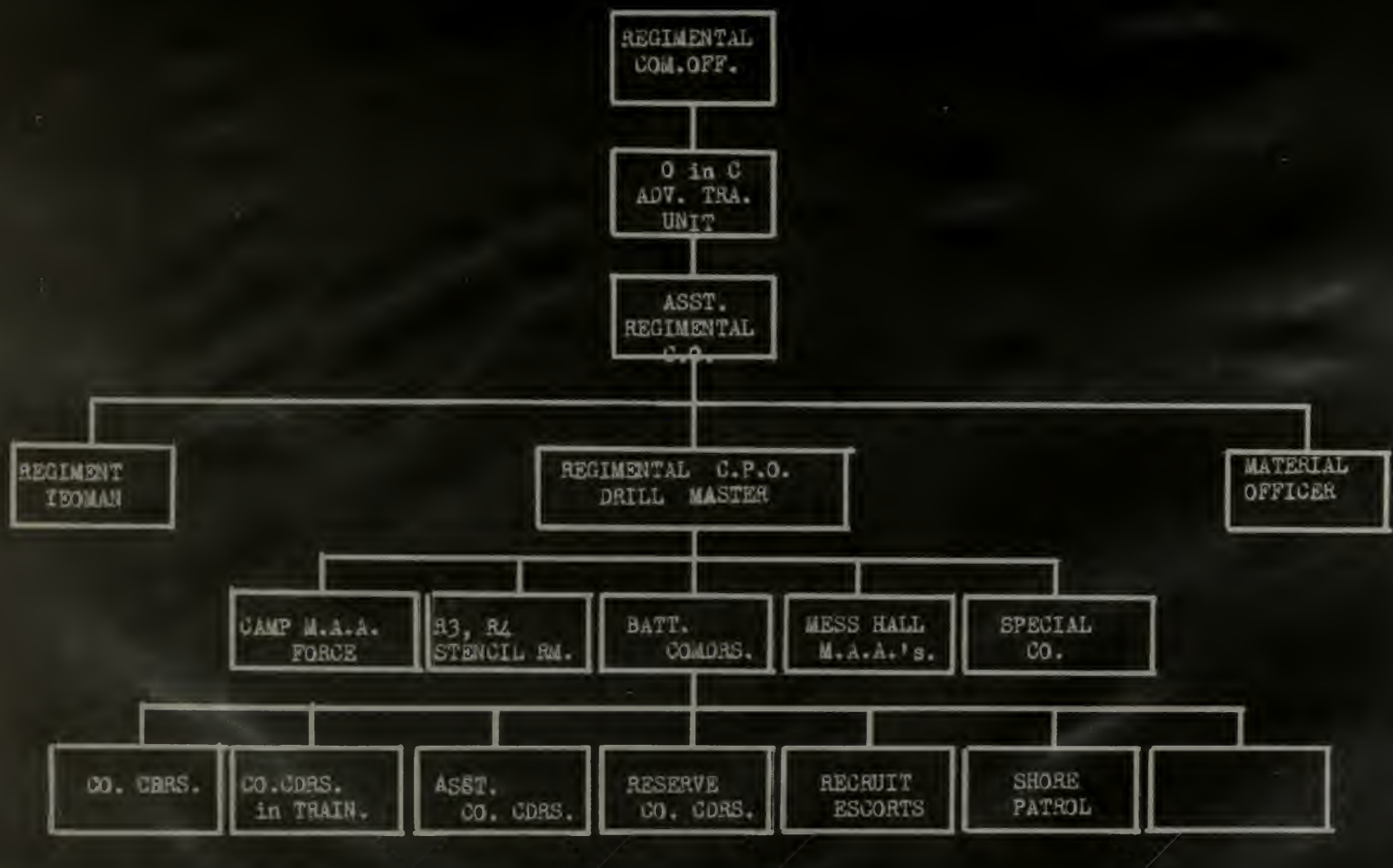

Figure 2. REGIMENTAL ORGANIZATION

(d) The Recruit Master-At-Arms are directly charged with the order, cleanliness and condition of the barracks, the court yard, balcony, front walk, grounds and butt buckets. He has authority to detail men for general and specific cleaning work. He shall supervise all cleaning details and is responsible for the satisfactory completion of such work. He assists in carrying out the daily routine. (2 assigned each company)

(e) The Recruit Mail Orderlys have charge of the posting, procurement and distribution of the mail for his company. They are responsible that correct records are kept of the "Weekly Letter Home" that must be written by recruits. (2 assigned each company)

(f) The Recruit Company Yeoman have charge of the company office, the company records and have administrative authority in connection with their duties. (2 assigned each company)

(g) The Recruit Guidon Bearers have special duties of their assignment at drill. They shall assist the other company petty officers in the maintenance of order, cleanliness discipline and general conduct of the company and shall have the authority for this. (2 assigned each company)

(h) The Recruit Squad Leaders have the special duties of their assignments at drill. They shall assist the other company petty officers in the maintenance of order, cleanliness, discipline and general conduct of the company and shall have the authority for this. (8 are assigned each company)[3]

Two Right Guide Petty Officers are assigned to each company by the company commander for use during drills and marching.

Recruit petty officer assignments are temporary and are made on the fifth day following the formation of a full company. During the period of detention, appointments of temporary petty officer ratings can be revoked by an instructor or the company commander. Upon arrival at the advanced

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[3] Ibid., p. 113.

[illegible]

training period, a list of the company petty officers is submitted to the regimental commander of the Advanced Training Unit. From that date, recruits so appointed, hold their rates until the end of the training period. The regimental commander may revoke a petty officer appointment only after carefully prepared evidence has been submitted to show just cause for revoking the appointment.

Figure 3 depicts the typical recruit company organization.

Instructor Training

To be a successful instructor the person concerned must, first, desire to instruct and secondly, he must want to be a good instructor. J. D. MacConnell, Senior Educationist, Bureau of Naval Personnel, writes of the successful instructor:

> The best teaching results from invention and improvisation developed in direct response to the teaching situation at hand. Recognizing this fact, the good instructor draws heavily upon his personal resources. He is not afraid to use his own powers to the utmost. He is at ease with his classes. He works hard--and enjoys it. He earns the well deserved award of recognition as a successful instructor.[4]

"The Recruit Training Commands are performing one of the most important functions in the naval service--

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[4] J. D. MacConnell, "The Successful Instructor," U.S. Naval Training Bulletin, NavPers. 14949 (December, 1946), p. 16.

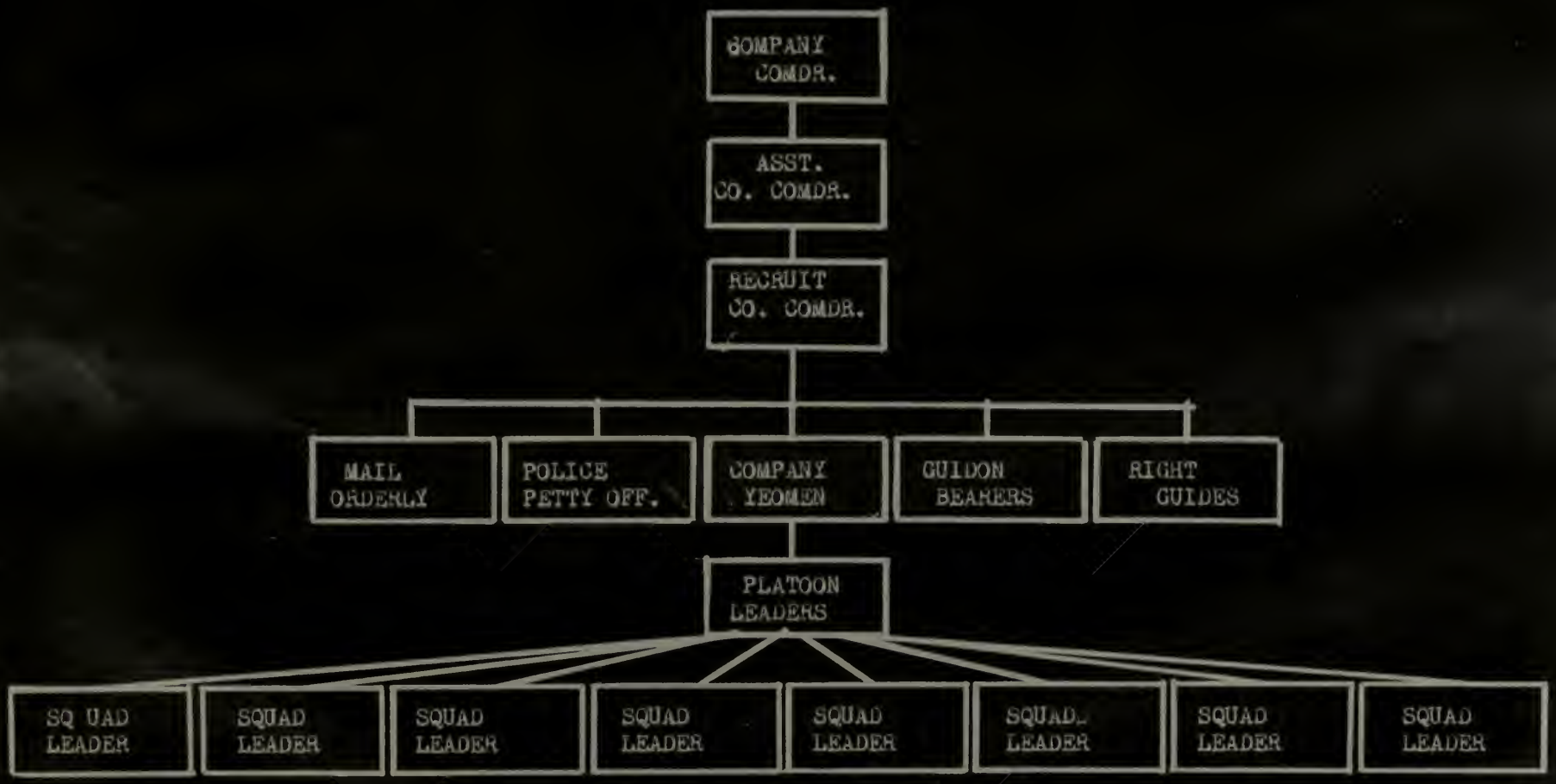

Figure 3. COMPANY ORGANIZATION

providing the foundation for a life in the Navy."[5] Consequently, the instructors, officers, chief petty officers and enlisted men selected to lead the recruits through the fourteen weeks of indoctrination into the Navy, must have a desire to become instructors, and therefore must be carefully screened and properly trained.

Listed below are the qualifications for instructors, as promulgated by the Bureau of Naval Personnel and approved by the Secretary of the Navy on October 10, 1947:

> 1. Be either a petty officer, first class or a chief petty officer in appropriate rating.
> 2. Be professionally and technically qualified for instructor duty. A G.C.T. Navy Standard Score of 55 or higher is desired but the Bureau will consider exceptions to the G.C.T. score where candidates are otherwise exceptionally well qualified.
> 3. Be able to speak clearly and distinctly and to write legibly.
> 4. Have the personality for practical leadership.
> 5. Demonstrate initiative and ability to work in harmony with others under proper supervision.
> 6. Have a positive interest in training and improving the proficiency of his subordinates.
> 7. Have ability to exercise sound judgment.
> 8. Be military in bearing and deportment.
> 9. Have a clear record.[6]

The Training Activities officers' of the Navy were further directed in this circular letter to assist new

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[5] New Navy For Boots, ALL HANDS, The Bureau of Naval Personnel Information Bulletin, Number 364 (June 1947), p. 4.

[6] Bureau of Naval Personnel Circular Letter No. 251-46, Navy Department Semimonthly Bulletin, Vol. IX, No. 8 (Washington: Navy Department) p. 52.

providing the foundation for a life in the Navy.[2] Obviously, the instructors, officers, chief petty officers and enlisted men relating to lack the mobility through the leadership roles of instructors into the Navy, must have a basis in broad experience, and therefore must be relatively seasoned and mature.

Based upon the qualifications for instructors, as promulgated in the Bureau of Naval Personnel and approved by the Secretary of the Navy on December 19, 1977:

1. Be active a petty officer, first class or a chief petty officer in appropriate rating.
2. Be professionally and technically qualified for instructor duty. A S.O.T. duty standard score of 50 or higher is desired but the Bureau will consider exceptions to the S.O.T. score where supervisors are strongly recommending well qualified.
3. Be able to speak clearly and distinctly and in a pleasing manner.
4. Have the personality for successful leadership.
5. Demonstrate initiative and ability to work by himself with minimal supervision.
6. Have a positive interest in teaching and understanding the philosophy of the organization.
7. Have ability to exercise good judgment.
8. Be capable of learning and improvement.
9. Have a clear record.[3]

The training coordinator attempt to see that each instructor attended an Navy wide instructor course to develop the

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[2] See Navy Tech Digest, op. cit. The Bureau of Naval Personnel Information Bulletin, Number 320, dated 1977.

[3] Bureau of Naval Personnel Memorandum Serial 2B, 2B2, dated 19 Dec 1977, Subject: Instructor Qualifications, Navy Technical 3.

instructors by adding the following procedure for indoctrinating and supervising instructor personnel:

1. Provide a probationary in-service indoctrination period for 3 weeks to include:
   a. A minimum of 10 hours formal training in the techniques and methods of instruction.
   b. A minimum of 5 hours spent in the observation of qualified instructors.
   c. A minimum of 5 hours supervised practice teaching of the candidates teaching speciality.
   d. A minimum of 10 hours practical work in the preparation of lesson plans, job sheets, etc.
   e. The balance of the 3 weeks for research in technical subjects and review of available training aids, related to the instructor's speciality.
2. Continue status of instructor as probationary for 3 months under supervision recording progress on standard instructor evaluation sheet every 3 weeks.
3. After 3 months' satisfactory performance the probationary status may be terminated. Further training and continuous supervision of instructors are to be carried out by the commanding officer to the end that high standards of instruction are maintained.
4. An instructor who is considered unsatisfactory at the end of 4 weeks or at any time thereafter may be transferred by a request to the Bureau of Naval Personnel. Such action should not operate against the man's service record except for neglect or indifference, in which event the commanding officer should make appropriate entry in the man's record.
5. Commanding officers shall place the entry "Qualified Training Instructor" in the service record of each outstanding individual who has completed a minimum period of 1 year as an instructor and has demonstrated outstanding ability as such. The purpose of this entry is to assist commanding officers in placing the man in the shipboard training program upon his return to sea duty. This is in addition to the classification code which is assigned for detailing purposes.[7]

Specialist instructors used during the recent war,

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[7] Ibid., p. 52.

[illegible]

who had backgrounds in education, have, with but few exceptions, been separated from the service. Qualifications for instructors in the Navy are admittedly operose, and the present policy is to select instructors from the shore duty eligibility list, which is composed of individual requests from enlisted personnel who have qualified for shore duty. A normal tour of shore duty is two years or less.

As recruit indoctrination and training is of major importance to the Navy, instructors and company commanders selected for this duty at the training commands must be of the highest caliber. These men are expected to "lead" not "push" the recruits through this very important period. The company commander is with his men from early morning until the working day has been completed. He must realize that indirect instruction, personal conferences with individuals experiencing difficulties, public acknowledgment for those who perform well and do a good job, private reprimands for those who deserve them and the like, are as important to the recruits as is the direct method of classroom instruction.

The company commander must make a practice of being a leader. His men must want to follow him since he represents the best the Navy has to offer, the idea of what a Navy man should be.

He must know his men and be able to recognize the many individual differences in each of them. The instructor

and company commander must realize that the recruits are young and very impressionable. In many instances the Navy, through the instructor, must take the responsibility of doing for the recruits what the home, school and society has failed to do--that is, assist him in developing ambition, self-confidence and pride in self.

During his in-service indoctrination training period, the new instructor must constantly strive to develop within himself traits essential to a good instructor. He must prepare his lessons, he must be friendly, courteous and fair, he must be enthusiastic about his teaching speciality, he must be direct, and he must try to develop a clear, soft speaking voice. To do this takes a great deal of time and practice; consequently the instructor must concentrate on gaining for himself a reputation as a leader and instructor of Navy men.

As noted in the preceding paragraphs, the life of an instructor or company commander in the recruit training program is not an easy one. Those who are successful in their work are normally retained in naval training activities or sent to schools on becoming eligible for shore duty. Consistent high marks in leadership, an understanding of the individual, and a thorough knowledge of the job to be done must be borne in mind at all times by those selected to lead recruits.

Conclusions

1. Results obtained from the recruit training program can be no better than the men and the organization which implement them.

2. The Bureau of Naval Personnel, Training Activity, is responsible for the successful administration and standardization of the recruit training curriculum. Essential divisions of this Activity are the Standards and Curriculum, Administration and the Training Aids. Each contributes a significant part to the total program.

3. The Recruit Training Command is one of three major activities in a Naval Training Center. The commanding officer, of the Recruit Training Command is responsible to the commanding officer, Naval Training Center, for the successful training and administration of all recruits on the station. The Recruit Training Command is administered directly by the Naval Training Center and the Bureau of Naval Personnel, and, although located in a naval district for military control purposes, its personnel is assigned and detached only by the Bureau of Naval Personnel. The officers, chief petty officers and enlisted men attached to the recruit training organization are methodically screened before being ordered by the Bureau to this activity and are expected to devote their full time to the training job. Instructor and company commander personnel are not to

Conclusions

1. Results obtained from the research training program can be so varied that one can not use the experimental method.

2. The lesson of Naval Training, training activity, is necessary for the successful coordination and coordination of the naval training mechanism. Instead divisions of this activity are the elements for training, coordination and the training site. Each coordinator a qualitative need of the naval organization.

3. The Naval Training Command is not an isolated activity in a Naval Training Center. The personnel activity, or the Naval training command is responsible to the commanding activity, Naval Training Center, for the administrative training and administration of all personnel in the activity. The Naval Training Command is administrative directly to the naval training center and the commander of Naval Training, and, although located in a naval station the military mission continues. The personnel is assigned and detached only by the commander of Naval Personnel. The activities, naval units activities and stations are attached to the Naval Training organization for coordination.

Personnel serving under assigned by the bureau of naval personnel and not attached to commanding officer Naval Training Center.

4. Instructors and support personnel personnel are not by

be drafted for additional duties by other naval activities unless specific permission has been granted by the Commander, Naval Training Center or the Bureau of Naval Personnel.

4. Recruits are assigned to a company and regiment in accordance with the best military concepts. A strong line or military type organization must be maintained to properly administer discipline and orientate the recruits into the military.

5. Company commanders, chief petty officers, have as their assistants, recruit petty officers. Those recruits selected by the company commander to hold these rates are assigned specific duties and are permanently selected from the time they enter the Advance Training Unit. Rotation of the various recruit petty officer billets is recommended in order that all hands may be given the opportunity to serve in a leadership capacity during the training period.

6. Instructors and company commanders are carefully screened and indoctrinated prior to assignment of specific classroom or company duties. Men who qualify as instructors after a successful teaching year have a notation to that effect placed in their service record. Those men who do not qualify as instructors should be listed with the Bureau of Naval Personnel in order that they will not be detailed to instructor duties in the future, when again eligible for shore duty. This should in no way reflect itself

upon the man's record, but should be used for assignment purposes only.

7. Enlisted and chief petty officer instructors are detailed to training and teaching duty assignments by the Bureau of Naval Personnel after they have become eligible for shore duty. It is felt that those who are qualified at the end of one year as instructors should be retained in instructor billets for three years instead of two or less as is the present practice. At the end of his first teaching year, the man is just beginning to prove his worth when he may be ordered to sea or foreign duty.

8. The normal recruit company totals one hundred twenty men. Only one company commander is assigned to each company. It is suggested that assignments of assistant company commanders be made or that the size of the company be cut. Under the current system, it is not possible for the company commanders to know all of their men as well as the Navy expects and demands. With less recruits or with the addition of an assistant, complete supervision would be possible. The company commander would be more able to devote time to counseling and instructing those men in his company that need the extra assistance.

9. More officers should be given training as instructor training officers to assist the newly assigned enlisted personnel who have been detailed to a Training

Activity. Officers, who held such billets during the recent war, accomplished a very fine piece of work.

CHAPTER III

INDOCTRINATION FOR RECRUITS

Educational psychologists for many years have advanced the theory that individuals, in order to become well adjusted must (1) feel secure in their work and their surroundings, (2) feel that they are recognized persons capable of performing some given task, and (3) feel that they belong to the group with which they are associated. These basic concepts are as true for men of the Navy as they are true for students in school, personnel in industry and persons in all other walks of life.

The Navy, following World War II, has been faced with the problem of recruiting new "blood" into the organization as well as retaining, through re-enlistment, men who have made a success of their naval careers. It is with the first catagory, men newly enlisted in the Navy, that this chapter is concerned. Attention is given to the opportunities, schooling and motivation provided for men already in the service in other chapters of this study.

First impressions often are the most lasting ones, and the Navy believes that one possible solution to the problem of recruiting men, who eventually will choose the

Navy as a life-time career, is to give them sufficient information about the Navy, its customs, traditions and demands, so that they feel they are a part of the finest service organization in the world. Information concerning the man's status in the Navy and the educational opportunities and rating advancements open to him, as well as a knowledge of the structure of the organization itself and its relation to other governmental agencies, will go far toward helping him to feel secure, and to develop within him serious attitudes toward his duties and a carear in the Navy. Also, basic knowledge in general areas of naval subjects will aid the recruit toward gaining a feeling of security in his new assignments after graduating from recruit training.

This chapter deals with the individual classification system in operation at the training centers and with the general information and lecture periods provided for the recruits during this fourteen week training period.

Recruit Classification

The potential Navy recruit has met the first of many classification procedures in the form of the Applicant Qualification Test (AQT), when he first applied for enlistment at a naval recruiting office. This test was briefly described in Chapter I.

The next test given to all recruits is the Navy

Basic Test Battery which is administered at the Recruit Training Command. Tests are administered under conditions as ideal as space and other limitations will permit. All tests are machine scored. This particular Battery consists of four tests, each of which is defined below:

General Classification Test is designed to measure ability to think, and to understand instructions. This test is correlated with the Applicant Qualification Test and is important in the selection of men for training in billets that require varying degrees of mental alertness.

Arithmetical Reasoning Test is designed to measure computational accuracy and ability to use numbers in practical problems. It is useful in selecting trainees for ratings requiring arithmetical ability.

Clerical Aptitude Test measures speed and accuracy in performing clerical work. This is an important test in the selection of men for yeomen and storekeeper rates.

Mechanical Aptitude Test attempts to measure potential ability for work of a mechanical nature. This is an important instrument for the selection of trainees in engineering, construction, electronics, and aviation.

Scores from the above tests are entered in the recruit's service record on pages 4A-4B. All scores entered are in the form of a Navy Standard Score. Of the above four tests, "the general classification test is by far the

most important instrument in the battery,"[8] since it measures intelligence.

The above information on the Navy Basic Test Battery is a brief description of the four tests and of what they attempt to measure. It is believed unnecessary that a full explanation be given here, since numerous evaluations and critical studies have been completed to date on this series of tests and are readily accessible to anyone interested in pursuing the subject further.

Other information obtained for pages 4A-4B of the recruit's service record is gathered from the personal interview. In order that these pages can be completed, the interviewer must obtain the following information:

1. Full name, service number, rate and class.
2. Navy Basic Test Battery test scores. All scores are Navy Standard Scores (NSS) and should not be confused with raw scores based on 100%.
3. Group percentage standing of test scores. This information will indicate the percentage standing of the man's scores as compared with the scores of the entire enlisted population of the Navy.
4. Special Test scores such as radio, electronic technician's test, sonar, or any other special screening test currently in use and administered.
5. A complete resume of civilian educational background with emphasis on certain significant studies.
6. A brief history of personal accomplishments such as hobbies, sports, talent for public entertainment, etc.
7. A brief report of physical characteristics as furnished by the medical department. Indicates

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[8] Bryghte D. Godbold, "Measurement and Evaluation of Enlisted Men in the U.S. Navy," p. 6. Unpublished Master's Thesis, Department of Education, Leland Stanford Junior University, June, 1947.

qualification for duty requiring special physical qualification, e.g., submarines, etc.

8. A brief but factual resume of the man's work experience as a civilian including the job code as taken from the Dictionary of Occupational Titles (DOT) where applicable. This information is a valuable guide in the assignment to a Navy job requiring similar experience as a shipfitter (welding), yeoman (typing), etc., and also for finding men for special jobs such as truck driving, etc.

9. Recommendations and remarks made by the classification interviewer based upon information obtained during the personal interview of the man.

10. The Striker Recommendation as noted is made after an analysis of the recruit's test scores, his motivation for the striker billet, and previous experience, if significant. This recommendation is an excellent lead for making the initial assignment of a man reporting for his first duty.[9]

There is no specific time limit set for the interview; however, it ordinarily lasts about fifteen to twenty minutes. The interview is conducted in a large room, with individual tables and chairs conveniently placed for the interviewer and the man being interviewed. The interviewer is normally a chief or first class petty officer. During the recent war, experienced interview specialists were used, but with the rapid demobilization of the reserve force, many of these men were released to inactive duty. Interviewers are given some training, most of which must be in the form of in-service or on-the-job training.

The interviewer must keep the recruit at ease during the interview. He must make the recruit understand

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[9]Robert F. Turney, "Enlisted Classification Program," U.S. Naval Training Bulletin, NavPers. 14949 (December 1946), pp. 3-4.

that by willingly supplying information on his interests, potential abilities, and his past experiences and education, the recruit will be assisting the Navy and himself in determining his proper placement in a Navy job. Thus it is important that the enlisted interviewer be carefully screened and trained before being assigned his first interview.

During the course of conversation with the recruit, the interviewer must be able to detect whether or not the man is telling the truth about his past work experience. If any doubt arises, he must further question the recruit and perhaps administer short oral tests developed by the United States Employment Service to verify job experience.

Trained occupational interviewers are of great value and benefit to the Navy in placing recruits in jobs or rates best suited to them as revealed by their abilities, aptitudes, past experience, interests and education. It is imperative that the interviewer have a general knowledge of the many occupational job classification publications. If he is without the knowledge or references, and looks upon his work with an attitude of indifference, he will do the Navy a great disservice. Close supervision of the actions of the enlisted interviewers must be maintained at all times, for if they fail in their work, the classification system to which the Navy has devoted years of time in developing and thousands of dollars in placing into operation,

will prove worthless.

Recommendations by the interviewer will determine whether the recruit will continue training in a specialized school, following his graduation from recruit training, or if he will be assigned to general detail and transferred to naval activities where he will receive on-the-job training.

Lectures

One phase of the indoctrinational information provided for the recruits--that of classifying them for their future naval occupations--was briefly touched upon in the preceding section of this chapter. The remainder of the chapter will deal with the lectures presented to the recruits by company commanders, instructors and the commanding officer. Many of the indoctrinational lectures are given to the recruits by the company commander. Some of these have been mentioned in Chapter II. Lectures, if not presented in an interesting and forceful manner, can become very boring to the listener, and company commanders must strive to develop a clear speaking voice and interesting manner of presentation. With each of the lectures, selected chapters in the recruit "Bible," the Bluejackets' Manual, constitute reading assignments designed to aid the recruits toward a better understanding of the material.

Company Commander Lectures

During the opening lecture, the company commander

introduces himself to his company of recruits and informs them that he is to counsel and lead them through their fourteen weeks of recruit training. The recruits understand that the company commander is to be with them from reveille at five-thirty o'clock in the morning until the day's work has been completed in the late afternoon. He informs them that any problems that confront them should be brought to his attention and that they should not attempt to seek the advice of their shipmates or outsiders. Cleanliness of self, clothing and the barracks is emphasized. Recruits are told that safety deposit boxes are available to stow their valuables. Company organization and the duties of company petty officers are explained in detail, so that the recruits will be able to understand the responsibilities imposed upon those members of the company who will be selected to assist the company commander in the administration of the group. Proper procedure for saluting is stressed, and it is explained that a salute is a mark of respect to an officer and is therefore necessarily considered a personal courtesy. Rules pertaining to the barracks as well as to the training center are discussed. Cleanliness at all times is part of a recruit's responsibilities, and competitions between companies, in so far as cleanliness of barracks, personnel and clothing, is outlined to them. The reasons for placing the new "boots" in a Detention Camp is explained, and all hands are informed that they shall not leave the

detention area at any time during their first three weeks of confinement, unless required to do so because of a duty status. Regulations for standing a watch are touched upon during this lecture period as well as a thorough discussion of the punishments that can be inflicted upon those in the Navy who steal.

The general information and loose ends lecture is a partial review of the opening lecture and adds several new topics. The reasons recruits are sent to the Recruit Training Command for their indoctrination training into the Navy instead of being sent aboard ship for training is carefully explained and discussed. Selection and duties assigned the recruit petty officers are again mentioned. Proper procedures for writing letters, addressing envelopes and using correct return address are explained. Recruits are notified that they will be expected to write one letter home each week they are in this branch of the training program. Checking to see that each recruit in his company complies with this order, is one of the duties assigned to the recruit mail orderly. The facilities available to the recruits for recreational purposes are explained and their locations described. The use of profanity and obscenity is not to be tolerated, and the recruits are warned that constant use of words in this category could lead to punishment by a court-martial. The evil of theft and gambling is again mentioned. The proper procedure for obtaining permission to go to the

sick bay and the hours prescribed for treatment are given the recruits during this lecture. The final part of the lecture is devoted to a discussion of bedding cleanliness and the reasons why bedding must be aired.

The lecture, general instructions for standing guard duties, is next given the recruits. General orders for sentries, orders to clothes line guards, orders to barracks security guards, and general orders to all guards are explained. Proper salutes to be rendered as well as correct naval phraseology to be used while standing a guard duty is emphasized. Demonstrations for proper guard and sentry duty are held so that the recruits become familiar with the accepted procedure. Pertinent parts of the Bluejackets Manual are discussed, and the recruits are given the opportunity to learn, from the lecture, reading, and by doing, the fine points of standing a watch or guard duty.

Personal hygiene and physical fitness lectures are designed to impress the recruits with the importance of personal cleanliness and a well-developed body. Cleanliness is demanded of all Navy men, as proximity of living quarters aboard ship requires it. Proper care of sleeping equipment and the reasons for the cleanliness of bedding is again emphasized. Personal hygiene information given at this time includes the daily bathing routine, care of teeth, care of the hair and beard, care of feet, care of clothes, use of toilet facilities, and points to be followed in developing

good posture. Effects of venereal disease as well as associations with "pick ups" on the beach are explained, and the recruits are informed that grave punishments are inflicted on those who do not report themselves when infected. The general mess and proper procedures for obtaining food and correct manners to be employed while eating are discussed. Brief regulations for the orientation of those to be assigned serving and mess cook duties are taught. Recreational facilities available for use by recruits are once more described. Emphasis is placed upon the use by the recruits of the chapel, library, ship's service store and athletic areas. The effects of excessive drinking and smoking to the human body are described in this lecture, and the company commander usually injects some personal experiences which he has had with those who have been punished because of too much liquor while on liberty.

The lecture devoted to <u>liberty ashore</u> discusses suggested amusement and eating places to visit near the training center. Recruits are restricted, while on liberty, to certain designated areas, and the boundaries of these areas are shown the recruits in order that they may have no excuse for wandering out of bounds. Authority of the shore patrol, military police and the civilian police is explained. Desertion and its meaning, plus the punishments that may be levied on those who desert the Navy are carefully outlined. Over half of this lecture is devoted to the effects of

excessive drinking and the significance of sex hygiene. This lecture is given just prior to the recruits going on their first liberty after their transfer from Detention Camp to the Advanced Training Unit.

The insurance and family allotment lecture given by the company commander, is scheduled several days before the lecture given by the insurance and benefits officer. The recruits are informed that they are not required to apply for National Service Life Insurance, but are impressed with the low cost, benefits to be derived, and many other positive arguments concerning the worth of government insurance. Forms to be used during the insurance officer's talk are passed to the group and correct procedure for completing the forms is given. Family allowance information and the application blanks connected therewith are filled out by those eligible to draw this benefit. Pay allotment information is also discussed.

The lecture concerning the general classification test is presented several days before the test itself is given. Proper conduct to be maintained while taking the examination is one of the important points brought out during this lecture period. The methods to be employed in answering the questions are given at this time. The opportunities open to those who qualify with high marks on the basic test battery are emphasized, as well as are the opportunities available for further training through the primary

Navy schools following graduation from the Recruit Training Command. Recruits are informed that the scores obtained on this test are placed in their service record which constitute a part of their permanent Navy record. The company commander explains to the recruits that failures in the test usually come from the recruits lack of effort, lack of understanding and following instructions, and a lack on the part of the men to realize the full importance attached to this test. A brief list of the schools available to recruits for further training is read and, once more, the recruits are informed that high marks on the Navy Basic Test Battery plus high company performance marks are factors considered when assigning them either to schools or to general service.

The naval customs and courtesies lecture acquaints recruits with definitions of customs and courtesies, origin, meaning and rules associated with the salute at the training center as well as aboard ship. Proper phrases to be used when addressing an officer or acknowledging an order or command are stressed. A brief history of the flag of the United States is presented, along with an explanation of honors due the flag. The national anthem is discussed and correct conduct to be observed during its rendition is taught during this lecture. The final part of this lecture is devoted to informing the recruits on the ratings and ranks of naval personnel. This includes sleeve stripes, shoulder marks,

enlisted ratings and chief petty officer insignia.

Naval organization lectures are provided to acquaint the recruits with the naval organization and its relation to the Federal Government, and to develop an understanding on the part of the recruits of the numerous functions performed by the Navy. Topics include the top administration, the various bureaus, the subsidiary military groups and the naval forces. The relations that exist between the Marine Corps and the Coast Guard and the Navy organization are explained in order that the recruits will gain an understanding of the functions of each in peace time as well as in war.

Navy discipline and duty lectures are designed to acquaint the recruits with the necessity for military discipline, and to instill within the recruits a respect for orders, rules, and regulations as set forth by the Navy department. Comparisons are shown, as they exist, between naval and civilian discipline and order. The Articles for the Government of the Navy are explained in detail. The recruits are informed that these articles will be read to them at least once a month, as prescribed by Navy Regulations. The authority vested by the Government and the Navy in senior officers, as well as the prestige and power held by Shore Patrol officers and personnel are other subjects discussed at this time.

The Fire and Damage Control Bill lecture includes information on the combating of fire, and the damage control

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procedures to be used in case of an emergency. The duties of the damage control officer aboard ship, as well as the officer designated as station fire chief ashore, are explained. Ship construction and the reasons that ships are built with separate compartments, in order to control various sections that have suffered damage, are presented in the form of mock vessels and charts. Correct procedure to be used when reporting a fire is taught, and the reasons why every man aboard a ship or station is assigned a specific duty in case of fire or other damage that may occur are explained. The company commander, during this lecture, is free to supplement the lecture with any relevant information he may possess in order that the recruits will be thoroughly impressed with the importance of recognizing the danger which exists to them and their shipmates if they neglect to understand their duties listed by this bill.

Clothing lectures acquaint the recruits with the regulations that concern their wearing apparel, and present information which will aid them in maintaining a neat appearance. The recruits are made to realize the importance of achieving the maximum amount of wear from their clothing and accessories. The history of the bluejacket's uniform is presented in order to give them a better understanding of the traditions which have made their uniform as it is. Hints as to the manner in which certain articles of the uniform can be utilized in an emergency to save the life of a

shipmate are discussed and demonstrated. Correct washing, cleaning, pressing, and folding procedures are also demonstrated during this lecture.

Service records, discharges, and punishable offenses lectures bring to the recruits information on: enlistments in general, service records and their importance to the individual, the various types of Navy discharge, offenses against military law, and the various classes of Navy court-martial. The general structure of naval courts and boards and their organization and the powers vested in each by law are clarified to the recruits. Quarterly marks assigned each man and placed in his service record are analyzed and explained in detail. The most common offenses against military law are listed, such as absence over leave, absence without leave and desertion.

Instructions for serving company lectures explain to the recruits that the Navy is a self-contained unit, performing all necessary functions for itself, which includes serving of meals, mess cooking, and general service. It is emphasized that the duties of servers are in no way disciplinary in nature but are as much a part of training for a sailor as seamanship or ordnance. Serving duties are simple, but complete cleanliness of the person and the serving area plus fast efficient service of the food, so that it will be warm and appetizing when placed on a man's tray, is stressed. The procedure for serving and the authority of the cooks

religious-ritualistic and demonstrated. Stressed modeling, identity, structure, and training procedures are also demonstrated during this lesson.

<u>Impact Journal, Discussion, and Behavioral Practice</u>

Indians being in the behavior rehearsals and "relationship is jealous, envious, phoney and their lack-lessons in the individual, the various lack of data processing, extreme equal ability low, and low medium-degree of low semantical. The general situation of local leaders and behavior at their operations and the power varied in good to the are identical to the research. Generally group behavior was not based in his course power are analyzed and operation is social. The best lesson difference against difficulty in life, high of behavior over lack, learned other lessons and observations.

<u>Implications for Action Planning</u> Indians models in the research that the step is a multi-sensitized with, you formed all behavior learning the family, when failure models of social have behavior, and general behavior. It is observation that the value of models are is of the study-planning. In behavior the are is good a part of training for a lesson is necessary of behavior. Behavior action are equals, but behavior directional or the learned and the behavior when plan have different models of the lack, as they is all as more or learning some planned to a model step, to observed the problems for learning and the necessary of the lesson

over the servers is discussed. Recruits are informed that etiquette and good behavior in the mess halls are absolute requirements, just as they are in the home.

Throughout these indoctrination lectures, review periods are scheduled by the training and operations officer, which are devoted to formal questioning and group discussions covering the material mentioned in the preceding paragraphs. During these periods, the company commander measures the amount of information his men are capable of absorbing and plans are made to repeat those lectures which appear to be difficult for them to understand.

Officer Indoctrination Lectures

Officers attached to the commanding officer and regimental commander's staffs are scheduled to speak to the recruits several times throughout their period of recruit training. The chaplain, medical officer, insurance officer, classification officer, physical training officers, and the naval justice officer present several hour-long lectures to all recruits. The educational services officer on the staff of the center commander, also speaks to the recruits and outlines for them the opportunities available for furthering their education. In addition to the above, instructors in the various naval subjects such as seamanship, fire fighting, gunnery and so forth, present lectures to the recruits as they are actively training in their respective areas.

[illegible] and [illegible] [illegible] [illegible]

Commanding Officer Lecture

Several days following the formation of a new company, the commanding officer speaks to the recruits. Normally, this is the first time the recruits have seen a Captain in the Navy, and they are interested in what he has to tell them. During their fourteen weeks of training, the only other opportunity they have to see the commanding officer is during one of his inspection tours or at a parade review. Only those who have become involved in some difficulty and are brought before him at mast, or those men who have been granted special request mast, will see him during this training period.

As an example of the importance of the commanding officer's lecture, when well delivered, the writer wishes to refer to such a talk made during the second week of July 1947, by the commanding officer, Recruit Training Command, San Diego, California, Captain H. E. Richter, U.S. Navy. In a friendly manner, he briefly welcomed the recruits to the training command and outlined the training period that they are expected to follow in the time alloted to this training. Life in the Navy and its significance was touched upon, as well as the things that the Navy expects of the recruits and the recruits may expect of the Navy. The facilities vailable to the recruits were pointed out, and the Captain emphasized that he expected them to use these

[illegible] [illegible]

[illegible] [illegible] [illegible] [

facilities for recreation, exercise, and education. He spoke to the recruits in a tone which immediately placed them at ease and in a manner that was both direct as well as forceful.

Indoctrination Films

With each of the indoctrinational lectures given by the company and staff officers, films are shown to implement the instruction. The majority of these films were developed during the war and include subjects about venereal disease, first aid, discipline, shipboard organization and routine, the salute, naval occupations, and many others. Some of these films are now obsolete and consequently of little value, but each contains sufficient information to assist the instructor in clarifying the material being covered. Films pertaining to the more advanced training, or subjects that have more to do with naval curricula, such as seamanship, fire fighting, gunnery, ordnance, recognition and lookout training and the like, will be mentioned as these areas are covered in a subsequent chapter.

Conclusions

1. Indoctrinational information for recruits is presented throughout the entire period of recruit training. The lecture method is used almost entirely for bringing information to recruits during the three weeks they are in detention camp, but company commander lectures and review

periods continue through the last week of training.

2. An important phase of indoctrination for the recruits is the classification which is accomplished from results obtained on the General Classification Test and the personal interview. Test results and interview information are placed on pages 4A-4B in the man's service record. Opportunities must be kept open for the recruits to further their training, if their test scores and conduct warrant the same, in order that interest in their work and the Navy will be maintained at a high level.

3. Personnel engaged in classifying, interviewing, and counseling recruits are for the most part enlisted men who have received instruction and in-service training. These men should possess sufficient training and background to enable them to place the recruits in the Navy jobs most suited to them in accordance with their abilities, interests, and past experiences.

4. Indoctrinational lectures must continually strive to give the recruits an understanding for the reasons that certain prescribed procedures are necessary in the Navy and not in civilian life. The more understanding that the recruits obtain, the more pride they will display in themselves, their uniform, and the Navy.

5. Lecture information must give the "why" behind an order, courtesy or tradition, so that recruits will develop a willing obedience to commands. It is felt that too

[illegible] [illegible] [illegible] [illegible] [illegible].

2. In [illegible] [illegible] [illegible]

much "what to do" creates a negative feeling in the recruits toward the training program.

6. The drastic effects brought about by venereal disease and the preventive methods used to combat infections of this nature should be emphasized, not only by the doctor and chaplain, but by the physical training instructors, the company commanders and any of the other instructors involved in this training period. The more knowledge that the recruit has about these diseases, the more able he will be to protect himself and his shipmates from becoming infected.

7. Lectures on the educational services available to men of the armed forces are presented to the recruits during the latter stages of training. One hour is devoted toward these lectures. It is recommended that educational services available be stressed throughout the whole period of recruit training. During the re-training period, following the recruits return from "boot" leave, daily lectures on the various services should be given.

8. Several lectures are devoted toward informing the recruits about the history and proper care of their uniforms. Every effort should be made to outfit the recruits smartly so that they develop pride in the issue uniform and become more conscious about keeping it clean and well pressed. All hands involved in the training of recruits should constantly remind them that the uniform is a

such theory is not adequate - immediate training in the pre-
ventive medicine administrative programs.

4. The economic efficiency measures should be measured
against and the preventive methods used be medical informa-
tional as also methods should be monitored, and only by some
measure and adaptation, and by the critical evaluation between
these two measure measurements can any of the medical activities
that involved in this developing process. The good evaluation
that this project has been found successful, has been used
to will be be involved illness and its economic from the
medical treatment.

7. Instead of the traditional medical evaluation
in use of the grand issues are considered in the possible
during the latter stages of training. The book is intended
where these conditions. It is recommended that educational
activity evaluation be presented accompanied the medical practice
of community health. Among the pre-training period, the
during the medical evaluation from their health indicators
on the medical knowledge should be given.

8. Medical indicators are useful tools for the
the provide great the training and proper work of health
activities. Many medical should be made be modify the ex-
ercise medical be that the medical medical in the medical medi-
cine and because more medicine where medical is also and
well presence. The health activities in the training of pre-
health should successfully medical been that the medical in a

distinguishing feature of the Navy and pride in the uniform and its upkeep is essential for every Navy man.

CHAPTER IV

DRILLS AND PHYSICAL TRAINING FOR RECRUITS

The recruits commence various drills on the day they report aboard the training center. At the Receiving Unit, they form into ranks along the walk outside the office and are ordered to remove all medical possessions from their pockets. They are informed that from this date forward, until their enlistment is completed, the medical department of the Navy will provide them with any medical attention they need. At this time they also are relieved of any souvenirs which may have been purchased en route to the training center. The group is then marched to the Receiving Unit barracks for a shower, and stand by for medical examination. All movements by the recruits from one building or area to another, are executed by them marching as a unit.

To see the changes brought about in the recruits who needed baths, hair cuts, clean clothing, and exercise, the first day they stepped aboard the training center, and then to observe the same group ten weeks later, as they prepare to go on recruit leave, is an unbelievable experience. Through proper feeding, regular sleep, physical training,

CHAPTER IV

MEDICAL AND SURGICAL TREATMENT FOR PRISONERS

The wounded prisoner received medical care in the day time rather than during the twilight period. At the beginning only, when they were first taken, they were given the best care possible. Later, when they were reduced to beyond all medical assistance, they were left to shift for themselves. They are informed that some daily drip from their small black bottle is sufficient, the medical attendant or the duty nurse will provide them with any medical attention they need. In this case they also are neglected by the government which has more than enough medicines to treat in the hospital wards. The group is then confined to the prisoner that survives for a number and kept by the medical conditions. All attempts by the complete free from suffering or even to relieve are hampered by the harsh treatment a only.

In one the doctors present which is the condition and medical value, but here, some exception, the medical the first day then discharged because the following morning, and then to prisoner the most great the medical care, or long time care if he is present later, is to medicinal medicines, through proper feeding, regular sleep, medical treatment.

and drills, the recruits gain on the average of twelve pounds per man. Through team play and constant physical exercise, they have developed a more cooperative spirit and improved physical appearance.

The phases of training to be discussed in this chapter include those pertaining to that phase of the curricula through which recruits learn by doing. Drills include fire fighting, infantry, ordnance and gunnery, seamanship, and inspections. Physical training comprises such activities as calisthenics, boxing, group games, the obstacle course, and swimming.

Fire Fighting

Fire fighter training is one of the many new activities injected into the recruit training curriculum during the recent war. Approximately ten hours of lectures, film presentations, demonstrations, and actual fire fighting are included in this period of the training program. Prior to showing the films, instructors lecture on ship board fire prevention precautions to be observed while fighting fires and demonstrate uses to be made of the various types of nozzles, spanners, connectors, hoses and other equipment, presently utilized by the Navy, for fire fighting purposes. The films presented deal with the chemistry of fire, the school of the fire fighter and, one in particular, with the use of rescue breathing apparatus.

and health. The immediate goal is the attainment of health, needs met. Although have ego and emotional components involved, this more fundamental is more concretely solely and learned physical environment.

The values of training is be directed in this category include those necessary to this phase of the development through social psychiatry learn to define. Utilize individual fire fighters intuition, endurance and quantity, economics, and independence. Physical training programs must activities in socialization, teaching, group learn the individual answer, and behavior.

Fire Fighting

The fighting training is one of the most and interesting and the most mental stimulating occupation involved the overall goal. Investigating the cause of incidents the probabilities, homeostatic, and actual fire fighter are involved in this period of the training program. Fire is showing the flame, behavioral learned in this basic fire extinguisher responsibility in an attempt with fighting fires and discovering some be in order of the involved types of training, incidents, conditions, hands and other equipment, correctly utilized by the fire. For this fighting personnel, the risks involved and will be viewed as fire, the school of the fire fighter and, and in conclusion, that the act of rescue behavioral experiences.

One full day of recruit training is spent at the fire fighter school located on the base. Mock-ups of steel ship board compartments, fire rooms, and superstructures are set on fire with gasoline and deisel oil. Each platoon of recruits fight these fires, while individual recruits are assigned specific tasks, such as handling hose lines, controlling fog nozzles, hooking up hose or fog nozzle, and the like. Squads and platoons rotate the various tasks as they proceed from one fire to another. Demonstrations and practice with the Handy Billy pumps are given in order that the recruits may become familiar with the use of these instruments in pumping sea water to combat fires when shipboard water lines become damaged. Toward the end of the instruction period, the recruits vie with each other in securing the suction hose to the pump, starting the motor, attaching a nozzle, and extinguishing an open tub fire. This competition is timed, and requires absolute cooperation and team work from all participants.

An achievement test is administered on completion of this training. The test is constructed by the fire fighter instructors and normally takes fifty minutes to complete. All phases of fire fighter training are covered, and those whose performances fail to measure up to required standards must continue training at night sessions.

One that has not recently thought to speak of the
time lighter school looked on the body. Hard-core of being
only those monumental fine beauty and mountainous
one and no time with gathering one hands all. Man giving
if reality than human first, while individual reality
can realized mortality years, come to thinking deep flesh,
constituting the mental-by, nothing on have or the reality, and
the time. Human and physical states the written height as
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the experiences in blood, and relations absolute consciousness
and have work from all possibilities.

A CONSTRAINT that is accidentally or emphasized
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ditions. All change of this figure building you overall,
and those human performance Hell is account to be provided
students must analysis building in light weather.

Infantry Drills

Infantry drills, better known to the Navy man as "School of the Recruit," are the first of many drills given to the new seamen. Formal marching and drill periods commence subsequent to the time the company has been formed and moved to the Detention Unit. Military drills are taught to prepare the recruits for military operations ashore, to afford them experience in giving orders and carrying out commands, to instruct them in the fundamentals of military bearing, and to teach them to act as a team or unit.

Drills, with or without arms, are administered to the recruits by the respective company commander. Elementary movements demonstrated and practiced are the position of attention, the rests, eyes right and left, the salute, and facings. Steps and marching commands are given, and as rapidly as satisfactory progress is made, more complicated movements are added. During the period of training, the recruits spend at least one-third of their time marching and practicing infantry drills.

The manual-at-arms drill follows the above training, and when the recruits have become proficient in the movements involved, close order and extended order drills are entered into.

Throughout infantry drill training, sentry instruction is stressed in order to familiarize the recruits with

the fundamentals required for standing a guard duty. Regimental drills are held three times a week for all companies, and the more advanced recruits participate in commanding officer's review held every Saturday morning. No scouting, patrolling, or map reading is given recruits, beyond that which they gain through required review of these topics as shown in the Bluejacket's Manual which was explained in Chapter III. Question and discussion sessions are held during the alloted company commander review periods, and the recruits are encouraged to ask questions about the drills or movements that they have not yet mastered.

Ordnance and Gunnery

Ordnance and gunnery drills are designed to assist the recruits in developing efficiency in the use of naval weapons. Many of the heavy guns used in the Navy today are controlled by electronics and complicated fire control instruments. However, there may be a time when a breakdown occurs in the machinery necessitating the guns to be loaded, pointed, and trained manually. Thus, all recruits are taught the techniques of loading, pointing and training certain types of rifles. Classifications of guns plus major working parts and their uses are demonstrated to the recruits, and they are expected to memorize much of this information. Guns demonstrated and used for practice by the recruits are the five inch thirty-eight rifle, the twenty

millimeter, and the forty millimeter anti-aircraft guns.

Approximately twenty-one hours of the total time devoted to this subject is spent in loading drill practice. Team work, among the "shell handlers," is necessary in order that a dummy practice shell is not dropped and some one injured. It is not believed that this type of drill contributes much to the recruits, as many of them probably will never come into contact with these guns after leaving training.

During this instruction period special lectures and demonstrations are provided on ammunition and the safety precautions to be followed when handling ammunition. Recruits are expected to recall the various types of ammunition, as well as the special markings designed for each type of shell and powder container.

Films exhibited during this area of instruction are concerned with the five inch thirty-eight gun, the forty and twenty millimeter anti-aircraft guns, naval bombardments showing the eight and sixteen inch rifles in action, and actual pictures photographed during the war of vessels bombarding islands and defending themselves under air attacks by firing their anti-aircraft batteries.

A review period and test is given by the ordnance department on completion of this instruction. Failures must report for further instruction at the end of daily working hours.

utilization, and the twelve utilization-and-control goals.

Correspondingly, twelve-man groups of the actual size intended to take analysis in which to identify evidence. Some were, among the "small communities," in manageably in the had built a church committee which is very interested and wrote the report. It is not intended that this type of brief case-histories should be the exception, or even be some probably will serve when idea worked with three-man pilot investigating.

Central data institutions perform several functions and interpret or translate and the data, preparations to be returned when requested. Provision are necessary to provide the training type of analysis. We will — the experimental municipal research the same type of small and somewhat municipal.

Film analytical groups will area of instruction and training and the time lead clinic-city gen, the twelve and twenty multi-interest goals, small housing-assoc. clearing the adopt and diverse land policies in nations, the typical existence governmental decision the act of research investigating institutions and influencing treasuries under air-time to living those multi-interest institutions.

- Problem-period and even is given by the evaluation organizations on consulting or value investigations. Failures must report the institutions participation of the and of this working group.

Small Arms Training

Normally, small arms training is administered to the recruits by the Marines attached to the training command. The purpose of small arms training is to acquaint the recruits with the basic principles of marksmanship, to develop in them reasonable proficiency in the use of small arms, and to impress them with the importance of observing safety precautions, range rules and regulations.

Before the recruits are taken to the rifle range to fire, considerable time is spent instructing them on the safety precautions to be observed with the rifle and automatic pistol. The importance of adequately cleaning small arms, the proper methods to be used in correcting and aligning sights, target pit operations, and range rules and regulations are emphasized daily, and before the recruits are allowed on the range.

Six hours are spent by recruits on the range firing at targets placed 200, 300, and 500 yards from the firing line. The officer in charge of small arms instruction renders a daily report to the recruit personnel office listing the names of those men who have qualified as marksmen. Another list is submitted which names those who did not qualify. The personnel yeoman places this information in each individual's service record.

[illegible] Training

Usually, small arms training is administered by the [illegible] in the Marines attached to the [illegible] unit. The purpose of small arms training is to [illegible] the recruits with the basic principles of marksmanship, to [illegible] to them requirements [illegible] in the use of small arms, and to [illegible] them with the importance of [illegible] [illegible] principles.

Before the recruits are taken to the range to fire, [illegible] that is most [illegible] from the [illegible] requirements to be observed with the rifle and [illegible] firing. The importance of [illegible] [illegible] [illegible], the proper stance to be used in [illegible] and [illegible] [illegible] all movements are made [illegible] [illegible] [illegible] and before the recruits are [illegible] on the range.

The boys are quiet by nature as the range flags [illegible] [illegible] and [illegible] from the firing line. The attitude is [illegible] of small arms training [illegible] a daily [illegible] to the recruit [illegible] [illegible] the [illegible] of [illegible] and are [illegible] [illegible]. [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]. The [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].

Seamanship

Of the total hours scheduled for recruit instruction, forty-three are devoted to seamanship training. For the purposes of this study, the writer has divided the curriculum for seamanship into the following topics:

1. Marlinspike Seamanship
2. Deck tools, Fittings and Machinery
3. Steering and Sounding
4. Anchoring, Mooring and Docking
5. Fueling at Sea
6. Telephone Talker Instruction
7. Visual Signal Systems Instruction
8. Small Boats
9. Recognition and Lookout Training

Marlinspike Seamanship

This subject deals with line and the methods for working it, such as knotting, splicing and seizing. By the term line is meant, "small cordage, fiber line and wire line."[10] Samples of lines and their uses are shown the recruits, and each type is thoroughly explained. The importance of the proper care of lines is stressed to the point where the recruits understand that lines and ropes in the Navy are valuable property and should not be misused.

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[10] The Bluejackets Manual, United States Naval Institute, Annapolis, Md., 1944, p. 405.

If you have been searching for winter activities that forty-three are needed to successfully involved, the job purchase of this study, the order the giving the more ability for economic the following course:

1. Instructor Summary;
2. Your Small Stores and Economy
3. Sewing and Knitting
4. Canning, Drying and Freezing
5. Making it Pay
6. Planning Your Income
7. Small Scale Farmer Operations
8. Small Shop
9. Recreation and Income Problems

Instructor Preparation

This helpful begin with time and the without for making it, make in anything, making and making. If the year time is short, small purchase, first jobs and make time.[10] Begins of items and lands some are about the profit, and that are is economic business. The an purchase of the course use of time is showed to the point where the example machine that items and plan in the has or suitable property and should not be always.

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[10] The Instructor Manual, Cover Small Jobs to Utilize, Amherst: [illegible], [illegible] p. [illegible].

In demonstrating the basic knots, the instructors implement the techniques with training aids, thus teaching the recruits the art of knot tying through actual experience. A few of the knots to be mastered are the clove hitch, square knot, round turn and two half hitches, bowline and French bowline, and a few others of more or less minor importance. It must be emphasized at this point, that the knots have little meaning to the recruits unless they are permitted to tie them and to understand thoroughly the purposes for which they are used. Recruits must be made to realize the importance of using the right knot at all times, in emergencies, as well as in routine situations.

Splicing and seizing lines, or the art used for permanently joining the ends of two lines and lashing two parts of a line together by wrapping the lines with small thread, is also explained and demonstrated. Use of correct naval phraseology is stressed during this period and the recruits soon learn the difference between the terms "faked down" and "flemished down" when speaking about ropes.

During wire rope discussion periods, recruits are shown the various devices employed by riggers when working this type of gear. Since the major part of a ship's rigging is now wire line, recruits soon learn that turnbuckles, wire rope clamps and many other such devices have purposes in seafaring. Posters depicting rigger tools, wire rope slings, and so forth, are used to supplement marlinspike

instruction.

Deck Tools, Fittings and Machinery

Deck tools, fittings and machinery in use on a naval vessel are explained to the recruits. Mock-ups of small ships are used to demonstrate the various fittings under discussion at the moment. Recruits learn the functions and locations of such equipment as the windlass, winch, blocks, tackle, chain hoists, and the capstan.

Steering and Sounding

This instruction includes a study of the basic factors involved in steering a ship, the various classes of steering power used on naval vessels, and methods used for sounding. Orders issued in ship steering are taught the recruits. They soon become familiar with such commands as, "Meet her," "Steady as you go," "Full left rudder," and the like.

A brief discussion of the logs or revolutions of the propellor, used to measure the speed of a ship through the water, is held during this phase of seamanship instruction.

The recruits become acquainted with the various methods currently used for sounding or finding the depth of water. The hand lead, still in use aboard most ships, is explained to the recruits. The markings on the heaving line are taught in order that the recruits may be prepared

to read and interpret them in case they are called upon to do so at some future time while aboard ship.

Anchoring, Mooring and Docking

During this lecture, the various types of anchors used in the Navy are discussed. Recruits become accustomed to the many phrases used in the Navy when a vessel is coming to or weighing anchor. Once again a mock ship demonstration is held so that the recruits understand the correct procedure in bringing a ship alongside a dock or mooring it in the stream.

Fueling at Sea

This instruction consists of the showing of a demonstration film, a lecture and actual practice by recruits in rigging lines and hoses with which to take on or discharge oil while a vessel is underway. Squads of recruits work the winch, swing out the booms with receiving lines attached, set the saddles on which to rest the hose lines, and simulate pumping or receiving fuel oil. Lines are then swung back, hoses detatched, all gear secured, and booms placed in their cradles. Safety precautions to be observed during actual operations are stressed at the end of this instruction hour.

Telephone Talker Instruction

Telephone talker instruction is another of the new

[illegible] and interpret what is going [illegible] [illegible] [illegible]

phases of subject matter added to the recruit training curriculum during World War II. The sound powered telephone systems are the nerves of a ship, and it is important that the men assigned to telephone talker duty during general quarters or while on watch be able to understand what has been said and to pass it on to the next station clearly and correctly.

With the advent of peace, it is believed that this part of the training could be eliminated from the curriculum. During the war ships could not spare the time to train talkers, but now, with more time for training, it is felt that this type of instruction could be readily conducted as on-the-job training after the trainees report aboard ship.

Visual Signal Systems Instruction

Under this section is included instruction on the various types of visual communication systems employed by the Navy. Importance is placed on semaphore signal flag sending and receiving of messages by Morse Code. Emphasis on the security of naval communications, as well as of publications used by the communication departments is stressed. Training aids developed during the war are used to implement this instruction period. Recruits are not expected to become experts at sending or receiving messages, but they are expected to develop a working knowledge of the meanings of

the signal flags and pennants.

Small Boats

The recent war developed many new classes of small boats in the Navy. Amphibious landing craft, at present used by some major vessels for liberty boats, fast Higgins boats and many others were developed to serve certain specific purposes. Regardless of speed or streamlined hulls of the new craft, the Navy pulling whale boat, used for years to train recruits and race in fleet competitions, is so closely associated with the old Navy, that the recruits experience a thrill the day they are allowed to train on them.

Subsequent to actual practice, instruction periods are devoted to teaching boat nomenclature to the recruits. Every part of the boat is explained in detail. Commands used while recruits are pulling the oars are explained, and each recruit is expected to be familiar with these commands before entering the boat. Several periods before the recruits are allowed to row, they are placed in a boat tied alongside the dock. Here the instructor reviews the parts of the boat and the commands learned several weeks before. The recruits are taught how to secure a boat to a davit in order to pull it up or lower it into the water. They practice raising and lowering the boats manually. Boat courtesies, as practiced in the Navy, are emphasized at this

time.

Because of the lack of time in which to give them more boat under oars training, recruits are given only one period in the boats underway.

Recognition-Lookout Training

Another of the new phases of training brought on during the war, is that of Recognition-Lookout training. Thousands upon thousands of dollars were spent by the Navy to develop teaching aids utilized in this field. During the war, training in ship and aeroplane recognition was essential to save the lives of our own people. It was also as important to train lookout personnel to the point where they became familiar with the use of binoculars and were able to spot planes and vessels on the horizon.

A total of approximately eighteen hours is spent in training the recruits in these areas. Films and lectures provide for most of the instruction hours. Tests are given recruits at the completion of this period, and the names of those who successfully pass are noted and entry made in their service record as indicating they have qualified for lookout or recognition assignments aboard ship.

The periods devoted to seamanship training emphasize the importance of possessing a working knowledge of the functions of deck personnel at sea. Recruits realize that the life of a sailor is far from easy, and that to become

an effective seaman, hours of time must be devoted to study and practice for the rates open to them in this department. The achievement test covering this phase of the training is difficult, and those who do not pass, are given additional instruction covering all parts of this instruction area.

Inspections

The Navy is famous for its numerous inspections, and the recruits soon learn that inspections of every description are important for their personal protection as well as for that of their shipmates. Medical, barracks, personnel and bag inspections are held at least once a week and sometimes daily. In turn, the company commander, regimental commander and the commanding officer inspect the recruits on various days.

Routine inspections are important in the Navy, since men live close to one another and cleanliness of body and clothing is absolutely necessary at all times. Barracks inspections correspond to shipboard living compartment inspections held daily by the division officer or leading division petty officer aboard ship. Bag inspections are held to insure that the recruits have on hand the correct amount of clothing and that the clothing they possess is theirs. Daily personnel inspections held at morning muster by the company commander and the regimental commander tend to keep the recruits on their toes in so far as cleanliness

of person and clothing is concerned.

The recruits, by companies, compete against each other during these inspections and, to be an honor company, the winning group must obtain a near excellent mark.

Physical Training

The physical training program is designed to better fit the recruits physically, by the administration of a series of systematic exercises and supervised physical activities. Recruits are required to participate in nine hours of games plus one half hour of calisthenics each week.

During the recent war, this program was administered to recruits by highly trained and experienced specialists. Many of the officers and men instructing, had formerly been physical education teachers in civilian life, and they did an exceptionally fine job of conditioning the recruits physically for tasks which lay ahead of them on shore and afloat.

At present, the instructors, both officers and enlisted men, in the physical training program, are regular Navy personnel with a background in athletics and/or a training in physical education. The physical training officers are responsible for the organization and administration of the program. Gymnasiums, swimming pools, athletic fields, drill fields, athletic arenas, handball courts, tennis courts and the obstacle course are all under their cognizance.

They should possess a wide and basic knowledge of the various sports and understand the fundamentals of instruction in gymnastics, swimming, boxing and wrestling, and preferably have had some experience in several or all of these athletic events.

Enlisted instructors are usually selected for this type of instruction because of past experience in athletics or previous training in physical education.

Swimming Instruction

First of the many athletic activities administered to the recruits is swimming. Recruits are required to swim prior to graduating from recruit training. Many of the men have never swum before entering the Navy, and it is a major task to assist and teach them to do so. Fear, lack of coordination and lack of proper breathing while in the water are the outstanding factors that the non-swimmer recruits must overcome. Non-swimmers must attend extra instruction periods after working hours until they qualify as swimmers.

After the tests have been passed, entry is made in each man's service record to the effect that he is a qualified swimmer. Swimmers are classed in one of three categories, depending on the swimming achievement tests they are able to master. Constant effort is made by the instructors to assist recruits in improving their swimming, and swimming competition within companies as well as between

companies is stressed.

Intra-Mural Athletics

As defined, intra-mural sports "provides competition for the masses within this base and is not concerned with the specialized teams that compete with teams outside the base."[11] Teams from the various companies are entered in softball, basketball, volleyball, and during season, touch football, track and field events. Each team has a manager selected from the recruit ranks whose responsibility is to take charge of the personal gear of the team members and to obtain the necessary equipment used during the athletic contest.

The purpose of intra-mural competition is to create a competitive spirit, develop a sense of team work and to place as many men as possible in organized sports. Winning members of a company team are given special six hour liberty passes and pennants are awarded to their company.

Boxing Instruction

Four hours of the physical training program are devoted to boxing instruction. The recruits are given, during the first period, preliminary instruction in proper stance and guard position. Left jab and right cross, and

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[11] Guide for Physical Training, Physical Training Department, Naval Training Center, San Diego, California, 1946, p. 126.

the art of blocking are demonstrated and practiced by the recruits. Gloves are not used during the first instruction period, but the men are paired off during the second and third periods and with sixteen ounce gloves are allowed to practice that which they learned in the first period. At the end of the third period, the men are allowed to box with their partners for two minute periods. The fourth period consists of actual boxing participation by all recruits using twelve ounce gloves. Here company members vie with each other for the first time, but matches are limited to three rounds of two minutes duration. Actual boxing competition between selected members of companies is held during the monthly entertaining smokers.

Gymnastic Instruction

Five hours are devoted to formal gymnastic training held in the gymnasium. The recruits are given information on the purposes and objectives of gymnastic training, the safety methods to be observed and instructions on the proper care of equipment. Exercises not involving the use of apparatus, such as tumbling, hand-balancing and rope climbing, are demonstrated to the recruits who in turn are given sufficient time for practice after the instruction.

Exercises involving the use of the parallel bar, side horse, horizontal bar, flying and still rings and weight lifting are demonstrated for the recruits. Practice

is limited during this short instruction period, but the recruits are encouraged to return during their off working hours.

Obstacle Course

Each company of recruits is required to run the obstacle course at least nine times during training. Obstacle course activities commence during the second week of recruit training. A few of the obstacles encountered include ascending and descending a cargo net, running through a sand trap, running through the straddle or "V" board to improve coordination and balance, running onto a ramp and jumping clear with the knees slightly bent to break the fall, running to the vault and placing both hands on the top bar bringing the feet around to the outboard side and over the top bar, crawling through tunnels on hands and knees, going over the water pit hand over hand on parallel bars, running through water-tight doors, going up ladders and through hatches and down the ladders on the other side. The primary purposes of the obstacle course are to train and improve the recruits, by actual practice, for shipboard routine, through the use of such obstacles as cargo nets, ladders, hatches and water-tight doors, as well as to improving their over-all physical condition.

Calisthenics

Commencing the first week of training, the recruits

practice in a program of calisthenics every day except Sunday. This, in actuality, is a setting-up exercise period and is directed by members of the physical training department from four until four-thirty o'clock each afternoon, with some periods added in the morning.

Calisthenics includes light bodily exercises such as deep knee bends, push-ups, arm and neck strengthening exercises and numerous related activities.

Conclusions

1. The drills and physical training administered are most important to the recruits in instilling within them a spirit of cooperation, an understanding of team work, pride in self appearance, pride in maintaining perfect physical condition and, above all, a pride in the organization to which they belong. Drills are considered very helpful in as much as they offer a major contribution to discipline. As a result of the drills, recruits become accustomed to following instructions and obeying orders.

2. At the conclusion of each area of training that recruits complete, achievement tests are constructed and administered to them by the area instructors. These tests are not discussed with the recruits as they complete them. If they fail, they must return for extra instruction. It is felt that such tests are of little value to the individual unless he has an opportunity to review them in a

manner to enable him to see his weaknesses and better prepare himself in those areas in which he has fallen below standard. Company commanders should be allowed to review with the recruits all tests administered so they may know their failures and the reasons for being ordered to after-hour instruction periods.

3. Once a week recruits parade in full company order in front of the regimental commander or the commanding officer. The public is not invited to witness these parades. It is felt that the recruits would do a better job if they realized that the public had been invited and was interested in their training. This would also create a feeling of recognition on the part of the recruits and a better public relations program for the Navy within the communities in which the recruit training commands are located.

4. As a part of this training program, the recruits are instructed in such subjects as telephone talking, recognition, and lookout duties. The value of stressing such subjects at this time is questioned. At this point information given recruits regarding the proper care of sound powered telephones and jack boxes should be sufficient. Care to be given binoculars and their use should be stressed, instead of devoting hours to practice lookout duty and recognition of ships and aircraft, as is now the case. There is no longer the urgent need for personnel to be qualified as lookouts, telephone talkers and recognition experts,

that existed during the war, and it is suggested that the time devoted to these subjects be utilized for more instruction concerning traditions of the Navy, courtesies to be observed, and the status of naval personnel.

5. Fire fighter training, now taught as a separate part, should be integrated with seamanship training. It would appear better to teach this subject in relation to a general field rather than as a separate part of the training program. Modern educational theory stresses the fact that a subject should be taught in its relation to the whole rather than teaching separate parts of the whole.

6. Recognizing that gunnery and ordnance are of vital importance to the Navy, it nevertheless is recommended that more emphasis be placed on the various types of naval guns and their functions rather than on loading drills, gun break-down practices, and memorizing gun parts. A large percentage of the recruits will never be assigned to duties where knowledge of this nature will be called for, and it is believed that gunnery and ordnance should be presented in a more general rather than in a specific manner.

7. During this period of training, the recruits should be subjected to rigid inspections of their clothing, self, and barracks. Many hours of time is now devoted to inspections, but is recommended that more emphasis be placed on informing the recruits of the reasons why inspections are so necessary to themselves, their shipmates and

the Navy. The writer feels that more lectures of the "spit and polish" type relative to the uniform and personal appearance of the recruits would do more in providing for future well groomed seamen.

8. Intramural games are stressed throughout training, and it is believed that while stressing team cooperation to win is important, it should also be emphasized that the essential is not necessarily to win but rather the manner of spirit and cooperation among the members of the team that makes winning possible.

CHAPTER V

MISCELLANEOUS ACTIVITIES FOR RECRUITS

In this study the writer has presented the requirements demanded of a civilian before being accepted in the naval service, the organization that trains the newly enlisted men, the indoctrinational information, including the system for classification, as well as the drills and physical training provided, in accordance with the presently prescribed curriculum. There are many other activities in which recruits must participate during this training period before graduating from the training program. Although these are classed as miscellaneous activities, they are not to be construed as being unimportant, for they comprise a part of the training program that is as necessary as formal seamanship, fire fighting, ordnance and infantry instruction, and are most important in assisting the recruits toward becoming adjusted to a life in the Navy.

Medical and Dental Availability

A wholesome diet, required physical exercise, and excellent medical and dental care are provided for recruits. Often recruits are found to be suffering from some abnormal maladjustment, in which case psychiatric examinations and

CHAPTER 7

MICROCOMPUTER SIMULATIONS AND ANALYSIS

In this study the water gas generator has been simulated on a digital basis using mathematical models developed in the earlier chapter. The assumptions that values can only be stated now, the conservational behavior, including and drawing for simplification, as well as the model and physical modeling provided, is investigated with the [illegible] numerical conditions. There are only minor activities in which primary mass production during this involving [illegible] before producing from the training program. Economic items are reasons in minimum-cost activities, they are not to be considered as hence optimization. For this purpose a part of the training program that is as necessary as [illegible] economics, fire fighting, optimum and temporary [illegible] time, and are some important in evaluating the [illegible] several [illegible] as a life in the body.

Minimum and Tangent Functionality

A [illegible] time, [illegible] [illegible] and model were are [illegible] the [illegible]. Often [illegible] are [illegible] in [illegible] from [illegible] [illegible] [illegible]. In which [illegible] [illegible] [illegible]

special treatments are prescribed. Those who do not respond to treatment are discharged during their recruit training following a thorough review of their case histories by a reviewing board composed of medical and line officers.

The number of recruits not requiring dental attention is very limited. The Naval Training Center has several dental officers attached who devote their full time to repairing the teeth of men in the recruit training program. On the average, four hours of each recruit's time in training is devoted to dental treatment.

Minor physical defects in the recruits are usually found during the medical examination when they first report aboard the Receiving Unit. Medical officers perform minor or major surgery at the center dispensary. Sick call hours and the procedures to be followed in reporting to the dispensary are topics covered in company commander and medical officer indoctrination lectures.

Final Achievement Test

Recruits are administered area or specific subject tests by the instructors as they complete the various subjects outlined for them in the training syllabus. Tests are constructed and administered by the instructors and those who fail are normally given extra instruction hours or are unofficially turned back into another company to

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tion is very limited. The novel Technical Center has any-
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Ethic advancement time

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or are sufficiently needed work and another analysis to

repeat the course.

The final achievement test is administered to recruits during the first part of the last week of training before graduation and recruit leave. The test takes two hours and forty-five minutes to complete. To pass, the recruits must answer correctly, one hundred and forty of the two hundred and twenty-five questions asked.

This test was constructed by the Bureau of Naval Personnel and is administered in two forms. Major headings in this test are:

Part		Number of Questions	
I.	Orientation - - - - - - - - - - - - - - - - -		60
	A. Recruit Indoctrination	45	
	B. First Aid and Personal Hygiene	15	
II.	Naval Training - - - - - - - - - - - - - - -		120
	A. Seamanship	60	
	B. Ordnance and Gunnery	15	
	C. Fire Fighting	15	
	D. Lookout	15	
	E. Telephone Talker	15	
III.	Military Training - - - - - - - - - - - -	30- -	45
	Recognition Supplement (Pictures)	15	

Multiple choice type questions are used throughout the test, and the tests are machine scored; this to assure accuracy and to save time. As an example of the assistance

Yaqoob Ali Jamshidi.

The Ismaili communities that had undergone the process described from Ismaili point of view have been of developing Indian production and personal labour. This book shows the battle and Tariq-Ilm members be monitored. In order, the possible work among economically poor students and Islamic of the Bombay and Bombay-Ilm institutions.

Table book was established by the Imams of Shah Jamaat and in administration in the Ismaili. Shiite-Tariqah in Iqbal Ward area.

Indicate Shiite Tariqah Ilm and Good Training/ the Bombay and Ism Tariq-Ilm English Training Tariq In Academic Bombay and in Bombay Ismaili. At in Bombay of and Institutions

given to those who fail, at the Naval Training Center, San Diego, California, the training and operations officer of the Recruit Training Command, interviews those men, who obtain scores below one hundred and forty, in an attempt to determine the reasons for failure. However, in such cases, final achievement test scores are not entered in the recruit's service record.

Recreation

Recreation for recruits consists of swimming in the pools on the base, exercising through playing basketball, volleyball or badminton in the gymnasium, playing organized team games on the outside athletic areas, sailing in small boats, if qualified, and reading and studying in the center's libraries.

Following the three weeks detention period, liberty is granted to recruits in the advanced training unit on either Saturday or Sunday from one o'clock in the afternoon until one o'clock the next morning. Recruits are restricted to certain well-defined limits while on liberty, and those found outside the areas lose their liberty privileges for the remainder of the training period. Special liberty for a thirty-seven hour period is granted to recruits in the advanced training unit if they live within a certain area of the training center. Special liberty is also granted to those recruits who are members of pennant winning company

teams or members of companies which have won inspection honors. These passes permit six hours of liberty ashore.

Certain designated ship's service stores are available to recruits for the purchase of ice cream, soft drinks, candy, magazines, and general merchandise.

Motion pictures are presented each evening for the entertainment of any recruits who wish to attend. The pictures presented normally are first-run films or very recent productions. Smokers are frequently held and include athletics, boxing, wrestling, and outside entertainers supplied by the Red Cross and United Service Organization. The scheduling and presentation of such events for recruits are responsibilities of the center welfare officer.

Personal Needs Activities

Time during the training period must be alloted in a manner to enable recruits to care for their personal needs. Hair cuts, pay day procedure, having identification pictures and tags made, replenishment of clothing, and many other such miscellaneous needs must be properly disposed of.

It is estimated that out of each man's total training period, approximately eight hours are consumed in haircutting. Once each week recruits are sent to the barber shop for hair cuts. This usually takes place prior to the commanding officer's or regimental commander's personnel inspection.

Pay day procedures in the Navy are explained to the recruits by their company commander. Pay days are held twice a month, usually on the fifth and the twentieth, at which time recruits are lined up in alphabetical order to receive their pay and sign their pay receipts.

Each man in the Navy is required to have a full bag of clothing at all times. Recruits are no exception, and as a matter of fact, are subject to full bag inspections at least once each week. Clothing items found to be missing during the inspections must be replaced immediately, and time is allocated during this training period for this purpose.

First Aid and Personal Hygiene

A total of ten training hours is set aside for instruction in first aid and personal hygiene. This information is given to recruits by the medical officer and his assistants. However, a considerable amount of this information is covered at review periods and lectures delivered by the company commanders.

Recruits are made to understand that the only satisfactory answer to the health problem is a combination of adequate care by the medical department and a sensible approach to the needs of the human body by the individual. Information on means for preventing infection, the venereal diseases, correct eating habits, proper care of the teeth

and mouth as well as hints for improving posture, are topics covered during this instruction. Demonstrations are presented by the instructors and selected recruits regarding proper posture, methods to be used in brushing the teeth, and so forth.

First aid information is presented to the recruits via training films, demonstrations, and lectures. The films cover one hour of the six devoted to first aid instruction. Control of bleeding, fractures, the use of morphine, how an injured man is moved, artificial respiration and allied subjects are discussed and where possible, demonstrated. Rendering artificial respiration, moving an injured man, applying a tourniquet, and placing splints on broken limbs are practiced by the recruits.

Graduation

Graduation from the Recruit Training Command is not, in any sense of the word, a formal ceremony. It simply means that the recruits have satisfactorily completed their recruit training and have earned the right to two weeks leave period. The day before graduation, the executive officer lectures them on conduct to be observed while on leave, what the Navy expects of them, and emphasizes the importance of their returning to duty on time when the leave period expires.

Retraining Period

The retraining period for recruits is designed to re-orientate the men upon their return from recruit leave. This period is spent preparing the recruits for their first duty assignments by replenishing articles of clothing they have lost or given away while on leave, holding periodic bag inspections, having them wash their clothes, giving additional lectures on naval customs and courtesies, acquainting them with duties of work parties, and administering calisthenics. While they are undergoing this period of training, their records are being processed by the personnel office, and by the end of this week-long training, they are placed in a draft to be transferred either to sea, to school, or to a shore post for further duty.

Conclusions

1. Miscellaneous activities for recruits are not to be construed as unimportant. They include such activities as medical and dental care, final achievement testing, recreation, personal needs, first aid and personal hygiene, graduation, and retraining orientation; all of which are of major importance to Navy men.

2. Approximately four hours of dental care are provided for each recruit. Dental service rendered is as fine as can be found any place on the outside, and all

recruits must have their teeth in perfect condition before being sent to other commands. Medical care, as needed, is provided for recruits. Those who display abnormalities of any nature, are given special treatment, and if they fail to respond, are ordered before a reviewing board of medical and line officers which determines whether or not they are to be discharged from the service.

3. All recruits are required to take the final achievement examination constructed by the Bureau of Naval Personnel. This test consists of two hundred and twenty-five questions and covers all phases of the training syllabus. No record of the score obtained on this test is placed in the man's service record nor is the man penalized for failing the test. It is felt that the final achievement test is of no value to the recruits, since in case of failures, they are still eligible for graduation. It is recommended that those who fail be turned back into another company and receive extra instruction until they qualify. Final marks should be placed in the man's service record just as all other test scores are now placed therein. It is further recommended that this test be re-designed to cover general information and indoctrination rather than so much specific and technical information.

4. Recreation provided for the recruits is limited to that which can be provided within the confines of the base and through the facilities available while on liberty.

The question of granting liberty at the end of three weeks' detention period is controversial. It is felt that the recruits are just beginning to adjust themselves to the Navy when they are granted liberty. By granting liberty to recruits this early in the training program, it is felt that they become too concerned with off duty interests and activities and lose interest in the training program. It is recommended that the period for granting liberty commence during the sixth week of training in order that the recruits will be more fully adjusted to their new way of life before being allowed to go ashore.

5. First aid and personal hygiene information is given the recruits by the company commander and members of the medical staff. During this teaching period, more stress should be placed on the evils of venereal disease. To much information cannot be given these men as to the effects that diseases of this category leave upon the human body as well as the loss in efficiency the Navy may suffer as a result of too many men becoming infected.

6. Graduation is not a formal ceremony, rather it is merely a period in which the recruits prepare to go on two weeks leave. It is felt that a regular graduation ceremony should be held on this occasion. The names of the honor men in each company should be called out and certificates issued to them. Recruits must be given the satisfaction of feeling that the Navy recognizes the fact that they

have accomplished one phase of their naval training successfully.

7. The retraining curriculum is designed to assist the Recruit Training Command in preparing the trainee for his next assignment to duty. It is noted that a great deal of the week provided for this training is devoted to work details and calisthenics. It is recommended that more time be given during this period to (1) brushing up on subjects covered during the regular training period, (2) devoting time instructing the men about the opportunities available to them for furthering their education, and (3) spending more time inspecting the recruits clothing articles, uniforms and self.

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